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ABSTRACT

The evaluations of five 1-week NDEA Institutes for State Supervisors of English and Reading, held during 1968-69, are contained in this report. The individual institutes discussed are (1) "New Content in English Programs" at Urbana, Illinois, (2) "Literature and School Programs" at Tallahassee, Florida, (3) "Language and School Programs" at Austin, Texas, (4) "Composition, Rhetoric, and School Programs" at Seattle, Washington, and (5) "Language and School Programs" at Sturbridge, Massachusetts. Evaluation topics include the selection of institute participants, the physical facilities available, the orientation of institute staff and participants, the relationship between staff and participants, participant evaluation of the institute, "intriguing" aspects of the institute, and relations with administrative offices. Final conclusions evaluate the five institutes as a group. Appendices, which comprise half of the report, contain several letters and memoranda, questionnaires, news releases, application forms, and directories of participants, guests, and staff members. (LK)

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FINAL TECHNICAL REPORT ON THE INSTITUTE FOR STATE SUPERVISORS OF ENGLISH AND READING

AT: UNIVERSITY OF ILLINOIS
URBANA, ILLINOIS

DATES: OCTOBER 14, 1968 TO MAY 9, 1969

SUBMITTED BY: ELDONNA L. EVERTTS

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SPECIAL NDEA INSTITUTE FOR STATE SUPERVISORS OF ENGLISH AND READING

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INTRODUCTION

"There is nothing permanent except change."[1] English and reading must be re-examined against a backdrop of a world rapidly changing. Modern technology has affected communication; ours is a time of oral thinking and living. Rapidly we slide from decade to decade, each decade bringing changes. A re-examination of educational philosophy, the current subject matter upheaval in English and reading, and recent research become a must for all those engaged in educating and consulting with teachers and youth.

The objective of the NDEA Institute for which this evaluation is written owes its beginning in part to the idea of a changing subject in a changing world. To strengthen the diverse professional qualifications of state supervisors of English and reading and to acquaint them with current changes was the major purpose of the Institute. Further, it must be noted that in 1966, the Association of State English and Reading Specialists was organized on a permanent basis. They, then, requested an Institute to aid them academically and professionally. This request was a spring board for the planners of this Institute.

To achieve this objective, five one-week sessions were held during the academic year, 1968-1969, in various sections of the United States: the University of Illinois, Florida, Texas, Washington, and Connecticut.

Urbana, Illinois: October 14-18, 1968
Tallahassee, Florida: December 9-13, 1968
Austin, Texas: February 3-7, 1969
Seattle, Washington: March 3-7, 1969
Sturbridge, Massachusetts: May 5-9, 1969

During the series of Institutes new content in English programs, literature, language, composition and rhetoric, and reading were the principal topics explored in the lecture and practicum sessions. Course instructors, practicum lecturers, and consultants, who are recognized scholars and educators, reviewed recent research and scholarship in English and reading and the implication of this research and knowledge as it relates to the content of English and to the theory and practice of curriculum development and supervision. New curriculum materials developed in curriculum centers and regional laboratories and new educational media were studied. The concerns and problems that arise as state supervisors fulfill their leadership roles received special attention. The Institute included classes in the content areas, a practicum, group discussion, and individual conferences.

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[1] Heraclitus (Floruit 513 B. C.)

This report must vary from the usual summary in-as-much as it contains evaluations of five distinct Institutes which comprise the total program. The format of reporting the evaluation is the same for each of the five one-week Institutes even to the including of a separate appendix for each. The final conclusions evaluate the entire program. Prior to reporting on the design of each Institute, a description of those features of the program which apply to all five Institutes will be presented. Included in the final appendices are selected letters, memoranda, questionnaires, and other materials. It is impossible to include all types of correspondence because of the volume.

The National Council of Teachers of English cosponsored this program. Among its contributions were providing secretarial assistance, released time for the director, typing, mailing, duplication and other services. Because of their close affiliation with NCTE, the many esteemed national scholars were willing to serve in various capacities at the Institutes. Fortunate indeed was it that Robert Hogan, Executive Secretary, consented to be the associate director. Visits to the curriculum library of the National Council of Teachers of English, the largest special collection of books on the teaching of English, was a feature of the first institute.

An ideal site for the first Institute was Urbana. Here the facilities of the sponsoring University were available. The library of the University of Illinois, the third largest in the United States, was visited by many participants. The Illini Union provided an appropriate setting for the formal presentations and the informal exchange of ideas among participants, staff members, and consultants. Members of the faculty appeared on the program and attended an informal reception during the Institute.

The first Institute centered on "New Content in English Programs" and noted in particular the elementary and secondary school curriculum. At this time a special analysis was made of recent seminars, meetings, and publications which are influencing curriculum instruction.

The second Institute was held in Tallahassee, Florida. The subject for the week was "Literature and School Programs." During the week, the participants not only heard lectures on children's literature, literature for adolescents, and the world of literature for adults, but they also read a number of literary selections and discussed these literary works in terms of content and literary style with the course instructor. Ways to make the literary works more relevant to the student of today were discussed. These included not only methods of presentation such as the use and production of films in the classroom, but also the selections which would be most advantageous to use in the classroom. The facilities of the library at the Florida University campus were used by the participants. The local director, a resident of Tallahassee, arranged for the participants to visit the Gulf of Mexico and see the historic fort of the area enroute.

"Language and School Programs," was a focus for the third Institute held in Austin. Here the participants looked intensively at the contributions of linguistics to education and the need for teachers to re-evaluate the language programs currently found in the schools. Faculty members from the University of Texas were on the program and helped the participants to understand the many varieties of language use which are to be found in the schools, and how programs must be developed which encompass these differences.

Seattle was the site of the fourth Institute on "Composition, Rhetoric, and School Programs." It was in Seattle that the participants heard many points of view which provided many opportunities for understanding divergent thinking presented by scholars in the area of composition and rhetoric. Principal attention was given to the lack of emperical evidence for programs in composition, but the consultants who were close to the classroom offered many valuable contributions based upon their practical experience.

The fifth Institute in Sturbridge, Massachusetts on "Language and School Programs," was very well attended. Attention was given to vocabulary, word study, selection of materials, word analysis, and other phases of reading instruction, as well as to the implication of dialect differences for the instruction of reading in the classrooms of today. At this Institute, as well as in all of the preceding Institutes, there was time for relaxation and an opportunity to become acquainted with the geographical area in which the Institute was held.

The following chart outlines the Institute dates, places, topics, assistant directors, course instructors, and lecturers.

DATE--PLACE	ASSISTANT DIRECTOR	COURSE INSTRUCTOR	LECTURERS AND CONSULTANTS	
Oct. 14-18, 1968 Urbana, Illinois	G. R. Morisset	Hans P. Guth Ruth G. Strickland	Alfred Grommon J. N. Hook Robert Pooley Edward Jenkinson H. G. Earnshaw	Dorothy Higginbotham Robert Bennett J. Harlan Shores
Dec. 9-13, 1968 Tallahassee, Fla.	Rodney P. Smith	James E. Miller, Jr.	Dwight Burton Paul Olson Arnold Lazarus Geoffrey Summerfield	Eldonna L. Evertts Edward Rosenheim, Jr. John Culkin, S. J.
Feb. 3-7, 1969 Austin, Texas	Dorothy Davidson	Harold B. Allen	Stanley Kegler Frank Zidonis Clarence Sloat Roger Abrahams David DeCamp	Louis Forsdale Stanley Sapon Roger Shuy
Mar. 3-7, 1969 Seattle, Wash.	Thomas Barton	Robert M. Gorrell	Wallace Douglas Mary J. Tingle Robert Slack Bernard Weiss Sam Sebesta Fredericka White DeCosta	Martha Cox Michael Shugrue Alvina Burrows
May 5-9, 1969 Sturbridge, Mass.	Robert F. Kinder	Nila B. Smith	William Sheldon Priscilla Tyler William Jenkins James R. Squire Louis H. Pollak Doris V. Gunderson	William Iverson Kenneth Goodman

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GENERAL EVALUATION

The Institute

I. Introduction.

The section on General Evaluation comprises an overview of the larger Institute program for state supervisors of English or reading of the five smaller Institutes. The organization and operation of the larger program has been presented in this section and is followed by detailed descriptions of each of the smaller segments or weekly Institutes.

II. Evaluation of the Institute.

A. Relations with United States Office of Education.

Representatives of the U. S. Office of Education working with this project have been most understanding and cooperative on all occasions. The observations and comments that were offered prior to the Institute and on visits to the Institute have contributed much to the success of the Institutes. An adequate budget was provided so that with prudence there were no major areas of weakness. Representatives from the U. S. Office of Education have included Sheppard Kominars, Julia Haven, Helen O'Leary and Doris Gunderson (formerly liaison representative for this project).

B. Relations with Administrative Offices.

The relations with the University of Illinois were most pleasant and cooperative at all times. From the time the proposal was first planned and submitted and up to the final report, relationships with the academic offices and administrative and business departments were most harmonious. Adequate space at the University was provided both for the Institute office and the meeting of the first Institute. The faculty members who were invited to speak or meet with the participants accepted graciously and contributed much toward the success of the Institute in Urbana. On Wednesday evening, a special session was planned so that the participants could meet specialists in education and scholars in English on the University of Illinois campus. The participants were able to visit with these professors and in some instances, the professors were invited to speak in some of the states represented by the participants. The members of the Department of Elementary Education supported wholeheartedly the Director at this event. This was especially pleasing because the Director is a member of this department.

Relationships with the National Council of Teachers of English, cosponsor of this Institute, have been positive throughout. Mr. Robert Hogan, Executive Secretary of NCTE willingly served as Associate Director throughout the Institute. In this capacity, he assisted in the evaluation of the programs. The Director of the Institute has been very pleased to have had him available for consultation at various stages of the development of the series of Institutes. In addition, he gave several excellent addresses at various Institutes.

C. Directors' Meeting in Washington.

The Director of this Institute found the meetings held in Washington, D. C. and Syracuse, New York to be extremely helpful. These meetings provided the opportunity to talk directly with the leaders in the U. S. Office of Education and with other Directors working on similar or related projects. The opportunity at the Washington meeting to learn more about future programs and the organizational patterns within the U. S. Office of Education has been helpful. Likewise, the packet of materials distributed at Syracuse has been a valuable resource in planning the present project. As a result of hearing the many speakers at the two meetings, the Director gained a perspective which would not otherwise have been possible. These meetings were most satisfactory and informative and should definitely be continued.

D. Pre-institute Preparation.

Among the pre-institute preparation tasks was that of planning the brochure, the programs for each institute, and the selection and invitation of speakers, and the staff personnel. Much advance information had to be sent to the hotels where the institutes would be convening throughout the year. Considerable correspondence also was carried on between the Institute office and the local directors so that suitable facilities would be available at each Institute site. During this period recruitment procedures were planned and special forms created for maintaining the participant roster.

E. Institute Dates.

The dates scheduled for the various Institutes proved to be very successful. The December date was probably the most difficult because it came shortly after the NCTE convention and only a short time before Christmas. However, the participants were pleased that this Institute had been scheduled for the Southern part of the United States. The planning of dates for five one-week institutes presented some problem because it is necessary to work around the dates of related professional organizations, university calendars, legal holidays, school vacations, and similar situations. However, the date selected for this Institute appeared to be satisfactory as any others might have been. The Director recommends that the December meeting be continued for the Institute next year.

F. Selection Criteria and Methods.

Each of the five Institutes was open to fifty state supervisors of English and reading or those holding equivalent positions. All individuals currently employed by a state department of education or having an agreement for such employment at the time of application were eligible. Later this was amended to include city, regional, or special supervisors recommended by state supervisors of English and reading. The selection process was not difficult in that this Institute included a definite pre-determined population. It was decided that if there should be more applicants seeking admission to the Institute than there were openings, applications would be accepted on the basis of the postmark date. However, all persons who applied for the Institute were accepted. An acceptance committee including representatives from the Department of Elementary Education, Department of Secondary Education, and the English Department at the University of Illinois, as well as representatives from NCTE met and went over the application forms received. This group recommended that because we were dealing with a definite population, each applicant was eligible, and the number of applications did not exceed fifty, it would be possible for the committee to accept all applications. A separate selection of participants was made for each one-week Institute immediately prior to the convening of the Institute. Guests, nominated by state supervisors, were accepted whenever openings occurred to complete the roster.

Regular application forms supplied by the U. S. Office of Education were used in the preparation of the application folders for each of the participants. In addition to these forms, the participants were asked to complete "A Supplementary Questionnaire." These questionnaires were bound in a special notebook and made available at each of the Institutes to the course instructor and other staff personnel. This information described the professional responsibilities, educational experience, and areas of concern of the applicants. The course instructors used these questionnaires in planning class presentations while members of the staff used the information to identify the particular areas of interest, concern, and confidence of those attending the institutes. A complete set of the application forms, including the supplementary questionnaire, appear in the appendix.

A weakness of the Institute which added to the work of the administrative staff was the fact that deadlines for applications could not be established. The nature of this particular series of Institutes required that the roster remain open throughout the duration of the series. Supervisors did not know until the last minute whether they would be permitted to attend or if funds would be available. When it became apparent that the number of state supervisors attending would be less than 50, invitations were extended to guests recommended by the supervisors. Thus, when city, regional, or special supervisors were invited a short time before each Institute, the Director was rushed to process the applications. Most of the correspondence was of an individual nature as form letters were not practical.

G. Study Packets.

Prior to each Institute a study packet was prepared for the participants. These packets included pamphlets, brochures, and mimeographed articles, relating to the topic of the Institute. Many of these publications were made available through the cooperation of the National Council of Teachers of English and other professional organizations at a nominal cost. Group discussions during each of the Institutes were based upon the contents of the study packet. Included in the study packets were a series of questions on Growth Through English by John Dixon and other publications offering further explanations on the operation and conclusions reached at the Dartmouth Conference. These questions were prepared by the practicum director and were the basis for the group discussion held at each Institute. An annotated list of the items included in the study packets appears in the appendix.

H. Orientation of Participants.

At the opening of the Institute series, many of the participants were already acquainted because they were members of ASEARS (Association of State English and Reading Specialists). However, at each Institute the participants gathered on Sunday evening for an informal reception. At this time, the participants signed the registration cards, received their registration packets, including roster and program, and met the faculty and staff. Throughout the Institute there were opportunities for participants to become better acquainted. Many of them ate meals together and found other occasions for the exchange of ideas.

Throughout each Institute a special effort was made to provide for the orientation of speakers, and others working in the Institute. The course lecturer, practicum director, local director, and director had breakfast together at which time they discussed the program and planned for each day of the Institute. The practicum lecturers and consultants were invited to have dinner with the staff or other participants each evening or as was appropriate for the individual situation.

During a number of Institutes, the assistant director and other participants residing at the site of the Institute invited the participants to their homes for a tea or dinner. These occasions provided an opportunity for the participants to beoome well acquainted.

At each Institute, an effort was made to plan at least one special trip to nearby places of interest. In Austin, the group visited the home of O'Henry. In Tallahassee, they visited an old historical fort and had dinner at Panacea on the Gulf. At Seattle, the group toured the Science Center at the Pacific Center in Seattle and had dinner at the Space Needle. A special tour of old Sturbridge Village was featured at the Sturbridge Institute. In Urbana, a special tour was arranged at the NCTE headquarters. Here coffee was served and the participants met with the members of the NCTE staff.

I. Physical Facilities.

The physical facilities were excellent at each of the Institutes. During the pre-planning stage of each Institute, a special effort was made to hold the Institute in a hotel or motel which would offer not only adequate physical facilities, but also be as inexpensive as possible for the participants. The cost varied from section to section of the country. But as a whole, economical accommodations were maintained. At times, a nearby hotel or motel offered more economical rates, but they did not have enough rooms for all of the participants to live in the same building or they had other conferences so that required meeting space would not be available.

Facilities varied among the Institutes. In Urbana, the guests resided at the Illini Union and at the other Institutes, the motels or hotels housed the groups. At each Institute a large meeting room was used to conduct the morning lecture periods, as well as the major lectures. Small conference rooms were also available for the workshop sessions and other small group activities.

Reasonable limousine service or complimentary hotel limousines were available at most of the Institutes. However, the assistant director and his associates at Sturbridge showed great ingenuity in arranging for transportation through a local funeral director at a nominal charge to the participants.

J. Lecturers or Consultants.

The lecturers and consultants as listed in the various programs contributed much to the success of the Institutes. The state supervisors, on the whole, are knowledgeable persons and having a variety of lecturers made it possible for us to introduce new and fresh ideas even to those who appeared to be most sophisticated. Sometimes, the lecturers or course instructors did not always agree and this stimulated much interest, growth, and discussion among the participants. Some of the visiting lecturers or consultants attended all sessions of the Institute during their stay and were available for many short or longer consultations as initiated by participants. Fortunate, indeed, was the fact that of the lecturers who had been invited to speak, only two were unable to do so when the date of the Institute arrived. Personal illness and a family problem prevented the attendance of these two individuals. A [illegible] list of the speakers can be found in the program for each of [illegible] Institutes.

K. Participants' Use of Information Gathered.

Many of the participants indicated in conversations with the Director, as well as letters written to the Institute office, that upon returning home from attending the various Institutes, they prepared newsletters which were distributed to the supervisors and teachers throughout their individual states. These newsletters ranged from one or two paragraphs of general information to several pages based upon the course lectures and speeches which were given. At the Sturbridge Institute one of the representatives took sixty-three pages of notes of Nila Banton Smith's presentation which she planned to edit and circulate.

An example of this type of dissemination is that prepared by Jewel Bindrup of Utah. She transposed the notes she had taken of Dr. Strickland's lectures and distributed these to the elementary principals and supervisors in Utah. The memorandum and notes which she distributed are to be found in the appendix.

From time to time after returning home, participants sent information to the Director and Practicum Director to share with them projects within their own states, i. e., Kittie Mae Taylor sent information of her series of County Institutes and of the Florida Film Festival. Others wrote for consultant services, i. e., Betty Gibson of Denver sent a bulletin on Inservice Guide for Beginning Teachers to be critically evaluated.

The major strength of the Institutes was the depth of the program. There was much of interest and value for the recently appointed state supervisor of English or reading as well as those who were more sophisticated. The program was both stimulating and informative as indicated in the evaluation questionnaires submitted at the close of each Institute. The correspondence received since the close of each Institute indicates that the series of Institutes have been of value and that it has set in motion a series of activities which will make an impact on education in the various states.

L. Superintendents: Seattle-Sturbridge.

State Superintendents of Instruction, Commissioners, and other administrative officers in the state department were invited to attend the Institutes in Seattle and Sturbridge as special guests. These individuals were invited to attend throughtout the week or, in particular, on Thursday and Friday of each of the Institutes. On these two days, special programs were prepared which would be of special interest to them. In addition to the regular speakers appearing on the program for the participants, special panels and discussion periods were planned. These activities are outlined in the Institute schedule for Seattle and Sturbridge which follow in the next segment of this evaluation section of the report. Unfortunately, the decision to invite these individuals was made so late during the development of the program that there was a limited attendance for the excellent sessions which were planned for this special group.

III. Conclusion of the Institute.

Full conclusions of the Institute program appear in the third major division of this final report along with the conclusions for each of the one-week Institutes.

IV. Appendixes of the Institute.

The Appendixes A-F accompanying this final report summarize many of the activities which contributed to the success of the Institute and present an overview of the volume of correspondence involved in directing a program of this type. The Appendixes include directories, samples of kinds of correspondence, questionnaires for the five institutes, practicum study guide questions, news releases, and application forms. (Separate appendixes for each of the one-week Institutes appear in the Evaluation section of that Institute.)

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The Urbana Institute

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EVALUATION

The Urbana Institute

I. Introduction.

Trends in teaching English with particular emphasis on English in general was the keynote theme for this, the first of the five Institutes. Elementary and secondary innovations, those in curriculum development, in-service education, the various areas of English, speech, and reading were discussed by the instructors and the lecturers.

Two specialists, one in Elementary Education, Dr. Ruth Strickland, and one in Secondary Education, Dr. Hans P. Guth, provided the participants with practical, earthy techniques for teaching as well as information of the trends.

II. Evaluation of the Urbana Institute.

A. Participants and their Selection.

Unique was the make-up of the participants in that all have the same kinds of positions. Since invitations were extended to the State Departments of the fifty states and only supervisors of English and reading were eligible, the group had a homogeneity and cameraderie as well as previous acquaintanceship for many. The group started out at ease.

B. Physical Facilities.

The first Institute, October 14-18, was held in the Illini Union at the University of Illinois. Here the participants, instructors, and lecturers were housed, fed and attended sessions in a wholesome "learning-to-know-each-other" atmosphere. Eating facilities were excellent. On the last day of the Institute, the sessions were moved to Bevier Hall. Here the auditorium was available as well as consultation rooms. The staff and participants ate lunch together there at the Spice Box, a luncheon prepared by the Home Economics Department. Participants overnighting Friday stayed on that night in their rooms at the Illini Union.

C. Relationship with University of Illinois Staff and NCTE.

Within walking distance, was the University library where participants were privileged to have permits for checking out books and study. Several worked on into the evening hours.

Professors of English and English Education were available for office calls by appointment. The University atmosphere gave the learning situation a sense of reality.

A profitable evening was the reception where NDEA Staff and professors of Elementary and Secondary Education as well as members of the English Department met for coffee. Each table was assigned a professor. Staff members and participants of the institute could visit at any table.

The NCTE headquarters were available during the week at all day hours. A tour of the facilities on the first day acquainted the participants with the library there, the publications, the latest curricula on file, and the staff. The library was kept open two evenings for those participants wishing to take advantage of this privilege.

D. Orientation of Staff and Participants.

Staff members and lecturers were fully informed of their duties some time before the Institute. Housing, finances, and other matters were explained. The staff members sent textbook and bibliography information.

The participants received early information also. Each was sent a packet including information about textbooks and a copy of the class bibliography. Included were recent articles (See Appendices) and books.

During the Institute all staff members and participants wore name tags daily.

Each morning the writer conducted a brief orientation at the beginning of the session. At that time schedule changes, if any, problems participants might have shared with her and other matters were explained. Handouts for the day's lectures and instruction were distributed.

E. Participant Communication with Director and Staff.

The participants had access to staff members during the day and evening sessions. Staff mingled with the group during coffee breaks and at meal time.

As the participants were housed together, they frequently met in their own talk sessions to discuss Institute lectures and their relationship to personal state problems.

Consultations with staff members were available daily. Special rooms were assigned for this purpose. Visiting lecturers as well as staff were available to the group.

Two dinners, at the home of the writer and at the Urbana-Lincoln Hotel, gave staff and participants opportunity to mingle freely in a more informal way.

The banquet at the Urbana-Lincoln was an evening of visiting but more so a course of inspiration. Dr. Alfred Grommon, then President of NCTE gave the lecture, a stimulating one that stirred thinking. He courageously pointed out shortcomings in Project English Curricula and sighted the Wisconsin course as more logically conceived.

F. Visiting Lecturers.

Dr. Julia Haven, guest during the first days of the Institute, gave an excellent talk relative to the then status of future proposals.

H. Geoffrey Earnshaw, of Aldershot, Hampton, England, Assistant Secretary of the Examination Board, gave a presentation of the examination system used in the British Isles.

G. Staff Problems.

Except for one instructor who preferred to stay off campus and who thus set up his own schedule for consultations, the staff and visiting lecturers and consultants expressed a liking for the arrangements made for them.

A problem, of course, was the juggling necessary when, at the last minute, a visiting personage needed to appear early in the week rather than at the time he had formerly accepted. A Wednesday speaker had to return Tuesday evening to his state, hence he was given a Monday-Tuesday commitment rather than Thursday-Friday.

Another speaker could not appear on Wednesday. Since time was so limited, Dr. Harlan Shores of the University of Illinois gladly stepped in. He gave a fine curriculum lecture. Dr. J. N. Hook, also of the University of Illinois, gave an evening masterpiece in style and thought.

A case of laryngitis caused one speaker to be substituted. Since he was a member of NCTE, it was easy to carry on.

The instructors attended other lectures and mingled freely thus with the participants, several of whom expressed pleasure at their attendance.

One instructor expressed displeasure at receiving a parking ticket, but this was easily remedied.

H. Participant Evaluation of the Institute.

The writer realizes that comments from the questionnaires filled out by the participants tend to stress good features rather than bad. The questionnaires did not require signature, many of them had none. One can hope that the participants were sincere in their remarks. Since they were frank in consultation and discussion, the writer assumes their sincerity.

In their evaluation the participants with one exception rated the Institute Excellent or Good. One rated it Fair. In fact, this one gave low ratings consistently. On the closing day, he approached the writer and apologized for the ratings he had given. Unfortunately his attendance was spotty; he seemed to prefer a "sleep-in" mornings and a late breakfast.

The participants were equally divided in liking or not liking the question and answer periods between speakers and themselves.

Almost to a person, the group thought there should be more small group sessions. They seemed to want more opportunity to discuss their jobs, although the institute was designed to instruct them in the latest in their field.

All but two wanted the institutes of this type continued and all but two found that it lived up to their expectations. All but one thought the Institute a good way to assist them in learning more of current English and reading practices.

The instructors were rated higher than the lecturers. Ruth Strickland was favored. Dr. J. N. Hook's lecture was rated high.

The participants felt that the study packets had been helpful and that they appreciated the many materials that were distributed during the meetings.

A desire for more information on educational media and ways of varying learning activities was expressed. The questionnaire indicated that they gained information in the areas of reading instruction, Negro Literature, linguistics, curriculum theory and practice, and early language development.

A number indicated that they appreciated the opportunity of learning more about elementary education since their backgrounds were in secondary education.

Some responses to the question: "Briefly relate some aspects of the Institute or knowledge gained that intrigued you," are:

> "Were I transferred back in time a week, a month, or a year, and were in a position to advise the Director, Dr. Evertts, I would say, 'Don't change a thing.'"
>
> "The overview in the new content and approach was most stimulating."
>
> "Ruth Strickland's comments re reading instruction."
>
> "Dorothy Higginbotham's discussion of Vigotsky."
>
> "I wish to thank Eldonna Evertts and her helpers. We well recognize her planning and effort to give us what we need."
>
> "Guth's idea that grammar not be "dabbled in," but be taught in concentrated manner."

> "Physical accommodations were beautifully and thoughtfully arranged. Really, an excellent institute. Thank you."
>
> "The usage material, while not new, was good reinforcement."
>
> "The growing awareness of the hopeful signs for continued gains in 'humaneness' in education."
>
> "The language experience curriculum in elementary grades could be adapted in many ways for secondary experiences."
>
> "I was delighted to have the opportunity to hear the outstanding speakers."
>
> "The whole concept of the relation of grammar and reading to effective writing."
>
> "Making it possible for older slow learning children to be exposed."
>
> "Nothing in particular. Most of it was old hat."
>
> "The controversies in the field of linguistics and the pointing out of the weaknesses in the U. S. O. E. project English Curriculum guides."
>
> "Structural linguistics is dead." (Guth)

I. Participant Evaluation of Future Effects of the Institute.

This question was asked: "What impact do you think your attendance at the institute will have upon your professional growth or the local educational scene?" Here are some of the responses:

"I certainly will be much better informed on newer trends in language arts."

"Considerable."

"I believe it will give me a better background to tackle a state-wide consideration of Guidelines needed...I hope I will be less feeble in initiating a state-wide meeting to come to grips with the problem."

"I'm afraid this is a negative comment: I am leaving with a greater dedication to pursue the probing, relevant questions concerning the role of the English language art in today's world that were not dealt with at this Institute."

"I am motivated to read more of the current materials included in the packets and collected at the Institute. I appreciate the emphasis upon humane teaching and learning."

"Ruth Strickland reinforced many things that I've been crying in the wilderness about. Guth helped clarify for me some English concepts in the secondary school that I had questions about."

"Great impact on professional growth. Through information and contacts here, many plans have been formulated for local situation."

"Most immediately it will give me material for upcoming in-service programs. In addition, it will aid my state in curriculum development currently under way."

"My attendance will enable me to know that what I have been doing is not wrong. The local scenes will benefit by becoming a part of the program of English through its representative."

"Miss Strickland's work in elementary language will be invaluable."

"Most of what I heard at the institute I would not think of using on the local educational scene. The rest is essentially what I have been doing regularly."

"Besides personal growth, I feel a bit more clear about the potential of this position."

"I hope considerable. I feel the influence may be felt in the area of my responsibility and ignorance--reading especially."

"I shall feel more secure in passing on information, and to make decisions about which before I was somewhat hesitant."

> "...will help me to speak with more 'authority' as I try to implement what I consider a good state program. I am constantly pitted against the academicians who will want to take over English, then who choose to disregard the nature of learning, the development of the child, the range in rate and amounts of learning, etc."

> "Impact? -- only a desire for more specifics in the way of new materials can be implemented."

> "I hope I can take some of the ideas and inspirations I have received here throughout the state of Illinois."

> "...greater confidence when I am asked to speak back home."

III. Conclusions.

The full conclusions for the Urbana Institute appear in the third major division of this final report along with those from the other one-week Institutes.

IV. Appendix.

The Appendix for this particular Institute summarizing pertinent information follows. Included are copies of the daily program, course outlines prepared by the two instructors, a selected bibliography prepared by course instructors, a description of the study and registration packets, an annotated list of material distributed during the Institute, sample memoranda to participants, and a directory of participants.

DAILY PROGRAM

University of Illinois, Illini Union　　Urbana, Illinois

October 14-18, 1968

NEW CONTENT IN ENGLISH PROGRAMS AND THE ROLE OF THE STATE SUPERVISOR

NDEA INSTITUTE FOR STATE SUPERVISORS OF ENGLISH AND READING

(Conducted under a grant from
the U. S. Office of Education)

Co-sponsored by:

The National Council of Teachers of English
The University of Illinois

INSTITUTE PROGRAM, PART I: Speakers and Others

Dr. Robert A. Bennett
Specialist, Language Arts
San Diego Unified School District
Park Boulevard at El Cajon
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Roger Clark
Project Director, ERIC
Educational Resources Information Center
508 South Sixth Street
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Program Director of English
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Texas Education Agency
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Professor of Education and English
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Dr. Dorothy C. Higginbotham
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School of Communications
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Carbondale, Illinois 62902

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Director, Achievement Awards and Special Projects
National Council of Teachers of English
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James Lyon
Treasurer
National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61820

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Professor of Elementary Education
University of Illinois
309 Education Building
Champaign, Illinois 61820

Dr. Bernard O'Donnell
Director, Educational Resources Information Center
508 South Sixth Street
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Enid M. Olson
Director, Publications and Public Relations
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508 South Sixth Street
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Dr. Robert C. Pooley
Professor of English
University of Wisconsin
Madison, Wisconsin 53706

William Scannell
Curriculum Materials Associate
National Council of Teachers of English
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Rodney P. Smith
Editor, Elementary English
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Tallahassee, Florida 32304

DIRECTOR:

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Director, NDEA Institute for State Supervisors
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333-6593 Institute Phone

Home:

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Executive Secretary
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ASSISTANT DIRECTOR:

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Assistant Executive Secretary
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508 South Sixth Street
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PRACTICUM DIRECTOR:

Dr. Mary L. Mielenz
Professor Emeritus of English Education
University of Nebraska
3201 South 30th Street
Lincoln, Nebraska 68502

INSTRUCTORS:

Dr. Hans P. Guth
Professor of English
Department of English
San Jose State College
San Jose, California 95114

Dr. Ruth G. Strickland
Research Professor of Education
School of Education
Indiana University
Bloomington, Indiana 47405

ADMINISTRATIVE ASSISTANT:

Kenneth H. Heuser
Administrative Assistant, NDEA Institute
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SECRETARY:

Ruth H. Godwin
Secretary, NDEA Institute
57 East Armory Street
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SECRETARY:

Phyllis J. Godwin
Secretary, National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61820

INSTITUTE PROGRAM, PART III: Guests

Dr. Rupert N. Evans
Dean, College of Education
110 Education Building
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Champaign, Illinois 61820

Dr. Julia M. Haven
Education and Program Specialist in English
and Reading
Division of Planned and Supplementary Centers
Bureau of Elementary and Secondary Education
Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202

Dr. Sheppard Kominars
Education Specialist
Bureau of Educational Personnel Development
Division of Program Administration
Program Review and Implementation Branch, West
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Dr. Robert W. Rogers
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294 Lincoln Hall
University of Illinois
Urbana, Illinois 61801

INSTITUTE PROGRAM, PART IV: Daily Schedules

NOTE: All meetings Monday through Thursday will be held in the Illini Union, Room 314A unless the Daily Schedule indicates otherwise. The meetings on Friday will be held in Bevier Hall. Consult the Daily Schedule for Friday for the exact room numbers.

SUNDAY, OCTOBER 13, 1968

7:00-9:30 p.m.	REGISTRATION:	Kenneth Heuser Ruth Godwin Phyllis Godwin (Second Floor Lounge Illini Union, Room 210)
	FELLOWSHIP:	Eldonna L. Evertts Mary L. Mielenz (Second Floor Lounge Illini Union, Room 210)

MONDAY, OCTOBER 14, 1968

8:00-8:30 a.m.	REGISTRATION:	Staff
8:30-10:00 a.m.	OPENING SESSION	
	WELCOME:	Dean Rupert N. Evans, College of Education, University of Illinois Dean Robert Rogers, College of Liberal Arts and Sciences, University of Illinois Robert F. Hogan, Executive Secretary, National Council of Teachers of English
	RESPONSE:	Dorothy C. Davidson, President, Association for State English and Reading Specialists

MONDAY (continued)

8:30-10:00 a.m.	CHALLENGE:	Eldonna L. Evertts, Director, NDEA Institute for State Supervisors of English and Reading: NEW CONTENT IN ENGLISH PROGRAMS AND THE ROLE OF THE STATE SUPERVISOR
	CHAIRMAN:	Rodney Morisset
	Standing break. Change of platform guests.	
	SPEAKER:	Sheppard Kominars
	SUBJECT:	Recent Developments as Viewed from the United States Office of Education
	SPEAKER:	Rodney P. Smith
	SUBJECT:	State Organization: New Staffing Problems
	CHAIRMAN:	Rodney Morisset
	ORIENTATION:	Eldonna L. Evertts Mary L. Mielenz
10:00-10:30 a.m. (approximate)	COFFEE BREAK	
10:30-11:30 a.m.	SPEAKERS:	Ruth G. Strickland, 10:30 Hans P. Guth, 11:00
	SUBJECT:	New Content in English Programs
	CHAIRMAN:	Rodney Morisset
11:30-1:00 p.m.	LUNCH	
1:00-2:00 p.m.	SPEAKER:	Robert C. Pooley
	TITLE:	The Dartmouth Reports: Implications for State Supervision of English
	CHAIRMAN:	James Lyon
2:00-3:00 p.m.	SPEAKER:	Enid M. Olson
	SUBJECT:	NCTE Publications
	SPEAKERS:	Bernard O'Donnell Roger Clark
	SUBJECT:	Educational Resources Information Center
	CHAIRMAN:	David Kives
3:00-3:10 p.m.	ANNOUNCEMENTS AND DIRECTIONS:	Eldonna L. Evertts

MONDAY (Continued)

3:30-4:30 p.m.	RECEPTION:	NCTE Headquarters 508 South Sixth Street, Champaign
	CO-CHAIRMEN:	Mary Gerhart Carl Johnson
4:30-5:00 p.m.	NCTE PUBLICATIONS DISPLAY BUILDING TOUR	
5:00-8:00 p.m.	DINNER	
8:00-9:00 p.m.	SPEAKER:	J. N. Hook
	TITLE:	Preparing English Teachers in a World We Never Made (Illini Union, Room 210)
9:00 p.m.	INFORMAL DISCUSSION:	English Teacher Preparation Study
	CHAIRMAN:	Robert F. Hogan (Second Floor Lounge Illini Union, Room 210)
	FELLOWSHIP:	Mary L. Mielenz

TUESDAY, OCTOBER 15, 1968

8:00 a.m.	ANNOUNCEMENTS AND INTRODUCTION OF GUESTS:	Eldonna L. Evertts
8:00-9:00 a.m.	INSTRUCTION:	Ruth G. Strickland
9:00-10:00 a.m.	INSTRUCTION:	Hans P. Guth
10:00-10:30 a.m.	COFFEE BREAK	
10:30-11:30 a.m.	INSTRUCTION:	Hans P. Guth
11:30-1:00 p.m.	LUNCH	
1:00-2:00 p.m.	SPEAKER:	Robert C. Pooley
	SUBJECT:	Wisconsin Curriculum Center
	CHAIRMAN:	Rodney Morisset
2:00-3:00 p.m.	SPEAKER:	Robert A. Bennett
	TITLE:	The Floating Curriculum (English in the Large City District)
	CHAIRMAN:	Mary L. Mielenz
3:00-3:30 p.m.	COFFEE BREAK	
3:30-4:30 p.m.	PRACTICUM SESSION:	Mary L. Mielenz, Leader Julia M. Haven, Guest

NCTE LIBRARY IS OPEN 4:30-8:00 p.m. (ATTENDANT: Phyllis J. Godwin)

4:30-5:00 p.m.	CONSULTATION PERIOD:	Ruth G. Strickland, Hans P. Guth, Union, 269 Robert A. Bennett, Union, 273 Julia M. Haven, Union, 275 Rodney Morisset, NCTE Headquarters
5:00-8:00 p.m.	DINNER	

TUESDAY (Continued)

8:00 p.m.	SPEAKER:	H. C. Earnshaw
	TITLE:	Examination Patterns in England
	CHAIRMAN:	Rodney Morisset
	FILMS:	"Dialect Geography" (Harold B. Allen) "Imagination Revisited" (James E. Miller)
	LEADER:	Eldonna L. Evertts
	ASSISTANT:	Carl Johnson
	INFORMAL DISCUSSION:	Problems and Solutions

WEDNESDAY, OCTOBER 16, 1968

8:00 a.m.	ANNOUNCEMENTS:	Eldonna L. Everts
8:00-9:00 a.m.	INSTRUCTION:	Ruth G. Strickland
9:00-10:00 a.m.	INSTRUCTION:	Hans P. Guth
10:00-10:30 a.m.	COFFEE BREAK	
10:30-11:30 a.m.	INSTRUCTION:	Ruth G. Strickland
11:30-1:00 p.m.	LUNCH	
11:30-1:00 p.m.	ASSISTANT DIRECTORS MEETING:	Discussion of future institutes (Colonial Room)
1:00-2:00 p.m.	SPEAKER:	Dorothy C. Higginbotham
	TITLE:	The Language Curriculum of the Primary Grades: Integrative, Ameliorative, Developmental
	CHAIRMAN:	Mary L. Mielenz
2:00-3:00 p.m.	SPEAKER:	Harlan Shores
	SUBJECT:	Current Curriculum Development and the Communication Skill
	CHAIRMAN:	Mary L. Mielenz
3:00-3:30 p.m.	COFFEE BREAK	
3:30-4:00 p.m.	QUESTION AND ANSWER PANEL:	Mary L. Mielenz, Robert A. Bennett, Edward B. Jenkinson, Dorothy Higginbotham,
	MODERATOR:	Eldonna L. Everts
4:00-4:30 p.m.	PRACTICUM:	Mary L. Mielenz

WEDNESDAY (Continued)

4:30-5:00 p.m.	CONSULTATION PERIOD:	Rodney Morisset, Robert F. Hogan (NCTE Headquarters) Robert A. Bennett (Union, 275) Ruth G. Strickland (Union, 279) Eldonna L. Evertts (Union, 314A)
	DISCUSSION:	Mary L. Mielenz: Group discussion of packet materials (Union, 314A)

NCTE LIBRARY IS OPEN 4:30-8:00 p.m. (ATTENDANT: Phyllis J. Godwin)

5:00-8:00 p.m.	DINNER	
8:00-9:00 p.m.	ILLINI STAFF RECEPTION	
	CHAIRMAN:	Walter H. Moore
	HOSTS:	Robert F. Hogan, Rodney Morisset, Eldonna L. Evertts
	FELLOWSHIP	

THURSDAY, OCTOBER 17, 1968

8:00 a.m.	ANNOUNCEMENTS:	Eldonna L. Everetts
	Assistant Directors:	Kittie Mae Taylor Dorothy C. Davidson Thomas L. Barton Robert F. Kinder
8:00-9:00 a.m.	INSTRUCTION:	Ruth G. Strickland
9:00-10:00 a.m.	INSTRUCTION:	Hans P. Guth
10:00-10:30 a.m.	COFFEE BREAK	
10:30-11:30 a.m.	INSTRUCTION:	Hans P. Guth
11:30-1:00 p.m.	LUNCH	
12:45 p.m.	MEETING:	Transportation Information: Reading Institute, May, 1969 Eldonna L. Everetts
1:00-2:00 p.m.	SPEAKER:	Edward B. Jenkinson
	TITLE:	The Process of Discovery in the English Classroom (Curriculum Development Project in Indiana)
	CHAIRMAN:	Mary L. Mielenz
2:00-5:00 p.m.	Choice of:	
	CONSULTATION PERIOD:	Edward A. Jenkinson (Union, 261) Dorothy Higginbotham (Union, 263) Ruth G. Strickland (Union, 314A) Alfred H. Grommon (Union, 263) Mary L. Mielenz (Union 267) Robert F. Hogan (NCTE Headquarters)
	or	
	CAMPUS AND LIBRARY TOUR:	Meet in Union Lobby at 3:30
	GUIDE:	Kenneth Heuser

THURSDAY (Continued)

2:00-5:00 p.m. (choice)

or
CURRICULUM GUIDANCE: Meet at NCTE Headquarters
CONSULTANTS: Dorothy C. Davidson and William Scannell

or
SPECIAL INTEREST GROUPS: Room 314A
COORDINATOR: Mary L. Mielenz

or
SHOPPING Lincoln Square

5:30-6:30 p.m. COCKTAIL HOUR: Colony Room, Urbana-Lincoln Hotel

6:45 p.m. DINNER: Colony Room, Urbana-Lincoln Hotel

Program
INTRODUCTION: Robert F. Hogan
SPEAKER: Alfred H. Grommon
TITLE: Curriculum Centers and the Dartmouth Conference: Collision or Integration?
CHAIRMAN: Rodney Morisset

FRIDAY, OCTOBER 18, 1968 (All meetings are in Bevier Hall)

7:45 a.m.	MEETING:	Guide to Bevier Hall (Meet in Union Lobby)
8:00 a.m.	ANNOUNCEMENTS:	Eldonna L. Evertts (Room 180, Bevier Hall)
8:00-9:00 a.m.	INSTRUCTION:	Ruth G. Strickland (Room 180, Bevier Hall)
9:00-10:00 a.m.	INSTRUCTION:	Hans P. Guth (Room 180, Bevier Hall)
10:00-10:30 a.m.	COFFEE BREAK	
10:30-11:30 a.m.	INSTRUCTION:	Ruth G. Strickland (Room 180, Bevier Hall)
	CONSULTATION:	By appointment (Room 393, Bevier Hall)
11:30 a. m.	LUNCH:	The Spice Box, Bevier Hall
1:00-2:00 p.m.	SPEAKER:	Alfred H. Grommon
	TITLE:	Cazenovia Institute and Teaching of Negro Literature
	CHAIRMAN:	Mary L. Mielenz (The Spice Box, Bevier Hall)
2:00-3:00 p.m.	CLOSING PANEL:	Eldonna L. Evertts Mary L. Mielenz Rodney Morisset Robert F. Hogan Hans P. Guth Ruth G. Strickland
	MODERATOR:	Eldonna L. Evertts (The Spice Box, Bevier Hall)
	CONSULTATION:	By appointment (Room 393, Bevier Hall and NCTE Headquarters)

COURSE OUTLINE

NDEA INSTITUTE IN ENGLISH AND READING
Urbana, Illinois
October 14-18, 1968

(New Content in English Programs)

Course Lecturer: Hans P. Guth, Professor of English,
San Jose State College

Major Topics:
The New English
Grammar Now
The Problems of Usage
Composition as Subject-Matter
Writing about Literature

Required Readings:

Guth, Hans P. English Today and Tomorrow
Chapters 1, 2, 4 and 5.

Additional References for Study:

Thomas, Owen. Transformational Grammar and the Teacher of English. New York: Holt, Rinehart and Winston, Inc., 1965.

Roberts, Paul. English Sentences. New York: Harcourt, Brace and World, 1962.

Allen, Harold B. (ed). Readings in Applied English Linguistics, Second Edition. New York: Appleton-Century-Crofts, 1964.

Laird, Charlton and Robert M. Gorrell. English as Language. New York: Harcourt, Brace and World, 1961.

Bryant, Margaret M. Current American Usage, How Americans Say It and Write It. New York: Funk and Wagnalls Company, Inc., 1962.

Pyles, Thomas. Origins and Development of the English Language. New York: Harcourt, Brace and World, 1964.

Christensen, Francis. Notes Toward A New Rhetoric: Six Essays for Teachers. New York: Harper & Row, 1967.

COURSE OUTLINE

NDEA INSTITUTE IN ENGLISH AND READING
Urbana, Illinois
October 14-18, 1968

(New Content and Methodology in Elementary English Programs)

Course Lecturer: Ruth G. Strickland, Research Professor of Education, Indiana University

Major Topics:
- How Children Learn Their Language
- Oral Language in the School
- Children's Needs for Usage and Grammar
- Conflict and Concensus Regarding Reading
- Helping Children Write
- Literature in the Lives of Children

Basic Reference: Burns, Paul C. and Alberta L. Lowe, The Language Arts in Childhood Education, Rand McNally, 1966.

Alternate: General Language Arts Books by Strickland, Applegate, Dawson, et al.

Additional References for Study:

See attached list.

SELECTED BIBLIOGRAPHY

Ruth G. Strickland NDEA Institute

Anderson, Verna Dieckman, et al., *Readings in the Language Arts*. New York: McMillan Company, 1964.

Chall, Jeanne, *Learning to Read: the Great Debate*. New York: McGraw-Hill Book Company, 1967.

Dean, Leonard F. and Wilson, Kenneth G., *Essays on Language and Usage*. Second Edition. New York: Oxford University Press, 1963.

Frazier, Alexander, *New Directions in Elementary English*. Champaign, Illinois: National Council of Teachers of English, 1967.

Jenkinson, Edward B., "On Teaching Basic Sentence Patterns to Slow-Learning Students in Grades Seven through Eleven" in *Two Approaches to Teaching Syntax*. Bloomington, Indiana: Indiana Univ. Press, 1967.

Lamb, Pose, *Linguistics in Proper Perspective*. Columbus, Ohio: Charles E. Merrill Publishing Company, 1967.

E. H. Lenneberg, *New Directions in the Study of Language*. M. I. T. Press, 1964.

MacCampbell, James C., *Readings in the Language Arts in the Elementary School*. Boston: D. C. Heath and Company, 1964.

Malmstrom, Jean, *Language in Society*, New York: Hayden Book Co., 1965.

Malmstrom, Jean and Askley, Annabel, *Dialects USA*. Champaign, Ill.: National Council of Teachers of English.

May, Frank B., *Teaching Language as Communication to Children*. Columbus, Ohio: Charles E. Merrill Books, Inc., 1967.

McCormack, Jo Ann, *The Story of Our Language*. Columbus, Ohio: Charles E. Merrill Books, Inc., 1967.

Reed, Carroll E., *Dialects of American English*. New York: The World Publishing Company, 1967.

Shane, Harold G., et al. *Improving Language Arts Instruction Through Research*. Washington, D. C.: Association for Supervision and Curriculum Development, 1963.

Shane, Harold G., *Linguistics and the Classroom Teacher*. Washington, D. C.: Association for Supervision and Curriculum Development, 1967.

Stauffer, Russell O., Editor. *The First Grade Reading Studies*. Newark, Delaware: International Reading Association, 1967.

Teidt, Iris M. and Tiedt, Sidney W., *Readings on Contemporary English in the Elementary School*. Englewood Cliffs, New Jersey: Prentice Hall, 1967.

BASIC REFERENCES

Registration Packet at Urbana Institute, Oct. 13-18, 1968

Assorted materials from the Children's Book Council, Inc., New York:

Bookmarks:

The Dewey Decimal System. Gives breakdown of Melvil Dewey's system of library organization.

The Caldecotte Medal. Lists Caldecott Medal books from 1938 to 1968.

Protect your Books. Gives instructions for caring properly for a book.

Go Places With Books. Promotes Book Week, Nov. 17-23, 1968.

The Newberry Medal. Lists Newbery winners from 1922 to 1968.

"The Calendar." Lists dates in September, October, November and December which are famous. Gives appropriate titles which are suitable for reading for those days.

"The Children's Book Council, Inc." Gives background and functions of the Council.

"The Pleasure is Mutual." Published by the Children's Book Council, Inc., New York. Borchure describes movie of the same name by Joanna Foster and William D. Stoneback. Movie shows the value of good picture book programs for three to six-year-olds and demonstrates the kind of preparation and planning that is needed.

"The Combined Paperback Exhibit in Schools (Elementary K-8)." Published by the Combined Paperback Exhibit in Schools, Briarcliff Manor, New York. Gives extensive list of books in paperback suitable for grade school children.

"The Combined Paperback Exhibit in Schools (High School 7-12)." Published by the Combined Paperback Exhibit in Schools, Briarcliff Manor, New York. Gives extensive list of books in paperback suitable for junior and senior high school students.

Assorted materials from the National Council of Teachers of English, Champaign, Illinois:

"Selected Reading List of Books About English Teaching for Parents and the General Public." Prepared by Thomas G. Devine, James D. Walden, and Ethel Winterheimer. List of materials on various aspects of English; addressed to the general public.

"Research in the Teaching of English." Brochure describes new journal of NCTE.

"On Teaching Basic Sentence Patterns to Slow-learning Students, in Grades Seven Through Eleven." Edward Jenkinson. Curriculum Study Center at Indiana University. Goes into some detail to teach slow students the fundamentals of sentence structure. Shows how to introduce parts of speech as well as four basic sentence structures. Explains attitudes which teacher should have and shows the roles which the teacher should play.

"Title I, Year II," published by the United States Government Printing Office, Washington, D. C. It is the annual (second) report of Title I of the Elementary and Secondary Education Act of 1965. Summarizes Progress for the academic year, 1966-67. Gives broad summaries of Title I programs which took place in many states.

"The Illini Union." Brochure giving pictorial tour of the University of Illinois' Illini Union Building.

"The Daily Program." The official schedule of events for the Urbana Institute. Prepared by the permanent staff of the NDEA Institute for State Supervisors of English and Reading.

"University of Illinois Faculty Guests for Wednesday Evening, October 16, 1968, Reception." Lists of the guests for the reception which was held in the Illini Union, Room 314A, on the evening of October 16.

Other instructional materials.

Materials Distributed during the Urbana Institute

"Teaching of English Language Arts: Problems and Recommendations." Published by the Connecticut State Department of Education. Bulletin No. 107. A report of the Connecticut English and Reading Advisory Committee. In a question and answer fashion, the committee reviews problems concerned with: 1. Content and Method; II. Articulation; III. Teaching Conditions; IV. Teacher Education and Reeducation.

"How to Use Eric." A publication of the U. S. Department of Health, Education, and Welfare. Explains the purpose, procedure for the collection of materials, publications, and distribution of Educational Resources Information Center.

"An Annotated List of Recommended Elementary and Secondary Curriculum Guides in English." William J. Scannell, Editor. Published by ERIC. Extensive list of Language Arts Curriculum guides. Includes pages which indicate the methods used to evaluate the guides.

"Paul Roberts' Rules of Order: The Misuses of Linguistics in the Classroon," Wayne A. O'Neil. Reprinted by permission from The Urban Review, June, 1968. The author in a biting manner recommends that the Paul Roberts' English Series not be used. He accuses Roberts of chaining the teacher and the student to inappropriate linguistic facts and fallacies.

"Developing an English Language and Spelling Program in Grades 3-6: A Case Study," Robert A. Bennett. A paper prepared for San Diego City Schools presenting a general summary of the procedure used to develop a curriculum in language arts.

"Books of Negro History and Culture." Published for the ERIC Information Retrievel Center on the Disadvantaged. A four-page listing of books on Negro history and culture compiled by Mobilization for Youth, Curriculum Center, New York.

"What Is English?" Alfred H. Grommon. A statement which appeared in the March, 1967 English Journal.

"Guidelines for the Preparation of Teachers of English." A reprint of the ETPS as it appeared in the September, 1967 English Journal. Gives suggestions for improved teacher preparation, as well as outlines of what a good English teacher is.

"The Education of Teachers of the Disadvantaged: A Selected Bibliography," published by ERIC. Information Retrieval Center on the Disadvantaged. A current bibliograpy of materials.

A Guide to Available Project English Materials. Published by ERIC and NCTE. Extensive bibliography.

"ERIC-English," a brochure explaining the facilities of ERIC.

"ERIC Can Help," a brochure explaining the facilities of ERIC.

"Basic Bibliographies on the Teaching of English." A single sheet printed by NCTE-ERIC.

"State-of-the-Art Papers." Single sheet printed by NCTE-ERIC. A bibliography.

'Modular Scheduling: A Bibliography." Compiled by Tim Moreland of NCTE for NCTE-ERIC.

"Selected Annotated Bibliography: English, English Education, and Certification," by Eldonna L. Evertts. An NCTE-ERIC publication.

URBANA STUDY PACKET

"The Origins of Language." Lincoln Barnett. A reprint from the October 19, 1964 and the November 2, 1964 issues of Life Magazine.

Newsletter of the National Council of Teachers of English. September, 1968. Contains information on the 1968 NCTE Convention in Milwaukee, Wisconsin.

"Elementary English." A brochure which describes the merits of the journal, Elementary English. Application blank is included.

"This Is Your Illini Union." This brochure described for the participants the facilities which were available to them at the Illini Union. Our meeting room was number 314A.

"Research Reports." A brochure of NCTE which publicizes a series of research reports sponsored by the Committee on Research. Order blank is included.

"Resources for the Teaching of English." A catalog of materials available from NCTE.

"Subject-Matter Determines Method." Hans P. Guth. Reprint from the November, 1965 English Journal. Guth gives his approach to the teaching of grammar.

"A Course Outline and Bibliography." Ruth G. Strickland. Gives major sources which could be studied by participants.

"A Course Outline and Bibliography." Hans P. Guth. Gives major sources which could be studied by participants.

"New Content in English Programs." A series of questions which sought to bring the participants a summary of some of the key issues in John Dixon's Growth Through English.

"Curriculum Guide Evaluation." The NCTE Committee to Review Curriculum Guides. Lists pertinent issues which should be considered when evaluating a curriculum guide.

"More Sources of Free and Inexpensive Material." Reprint from the September, 1967 English Journal.

Memorandum from Eldonna L. Evertts to Participants. Gives the participants some basic instructions concerning the study packets and arrangements in the Illini Union.

"English Language Arts Education," chapter 3 from James Squires' Curriculum Handbook for School Administrators. Discusses current trends in English instruction.

"A Minimal Professional Reference Library on the Language Arts for Elementary School Teachers, 1967." Reprint from May, 1967 Elementary English. Revised bibliography by Eldonna L. Evertts and Walter J. Moore.

"A Minimal Professional Reference Library for Teachers of Secondary School English, 1968." Bibliography prepared by John C. Maxwell and William Scannell.

"A Five Point Program for Improving the Continuing Education of Teachers of English," James Squire and Robert Hogan. Reprint from The Bulletin NASSP, February, 1964.

"A Check List for Evaluating the English Program in the Junior and Senior High School." Reprint from the April, 1962 English Journal. Carefully gives questions pertinent to English program evaluation.

New Directions in Elementary English. Alexander Frazier, Editor. NCTE, 1967. Papers collected from the 1966 Spring Institutes on the Elementary Language Arts of the NCTE.

Growth Through English, John Dixon. London, 1967. A report based on the 1966 Dartmouth Seminar.

English Teacher Preparation Study. Reprint from the April, 1968 English Journal. A study which gives guidelines for the preparation of Teachers of English.

Teaching the "Unteachable", Herbert Kohl. New York, 1967. A collection of work of the "unteachables" with advice from those who have taught them.

"Language Arts: Means of Self-fulfillment," Julia Haven, Editor. The Instructor, March, 1966. Ten articles on innovative programs.

SAMPLE MEMORANDA TO PARTICIPANTS

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

MEMORANDUM TO: State Supervisors of English and Reading

FROM: Eldonna L. Evertts, Director, NDEA Institute

RE: Applications

At this time we have not received an application from your state for a representative to attend the special NDEA Institute designed for State Supervisors of English and reading. We are confident that your state will want to be represented at all, or at most, of the weekly institutes. Therefore, I am sending you this notice so that you can prepare an application while there is still time to do so. In a few cases the supervisors are able to attend only a selected number of institutes. In other states the opportunity to attend the institutes is shared among several persons. In many cases, however, the supervisors will be attending the entire series of weekly institutes.

Although March 17 is the official deadline, you have been granted a period of grace. Applications will be considered that reach our office before March 29. However, those bearing the earliest postmark will be given preference. Applications must be submitted now even though the institutes do not convene until the fall of 1968 and the spring of 1969. If there is a change of personnel prior to an institute, it will be possible to make a substitution provided an application has been submitted by the person currently serving as the state supervisor. Incidentally, the term supervisor and consultant are used synonymously by the different states. It is important that a person making application be employed by the State Department of Instruction.

To insure that your state is represented, please complete and return the enclosed application forms. We are looking forward to having you with us for these special conferences which will be directly concerned with state supervision and the direction of education in English and reading at the state level.

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

August 9, 1968

MEMORANDUM TO: Participants of NDEA-NCTE Institute for State Supervisors of English and Reading

FROM: Eldonna L. Evertts, Director

RE: Hotel accommodation in Champaign-Urbana

Tentative plans for the first of the NDEA Institutes, October 14-18, 1968, indicate that it will be a full and exciting week. In the near future, several matters of logistics will need attention. Foremost among these is housing.

We have a block of rooms at the Illini Union. These rooms are convenient since they are in the same building where the institute meetings will be held. Single rooms are available at $9.00 a person and twin rooms at $6.50 a person. The week of the institute is also an active one on the University of Illinois campus, and, therefore, room reservations must be made just as soon as possible.

Some of you may wish to occupy twin rooms; therefore, we are including a list of the participants in this letter. If you know of a roommate you would prefer, put his or her name in parenthesis and place it after your name on the Illini Union postcard. We can assign you a roommate if you want a twin room but have no preference. When returning the enclosed postcard to the Illini Union, indicate whether you wish a single or twin room.

Again, it is imperative that reservations be sent to the Union just as soon as possible. Indicate if you wish a room beginning on Sunday night, October 13, 1968. Registration will be held on Sunday evening. Please mail the enclosed card now.

ELE pg

Enc.

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

September 13, 1968

MEMORANDUM TO: Participants and Staff of the NDEA Institute for State Supervisors of English and Reading

FROM: Eldonna L. Evertts, Director

RE: Area tour before Urbana Institute

During October 12 and 13, immediately preceding the Urbana, Illinois Institute, Parkhills' Tours, Inc. is offering a tour of scenic Brown County in Indiana. They describe the tour as follows:

> Enjoy beautiful colors at Brown County State Park, Nashville, Indiana, with its many antique shops and artists. Rockville and the covered Bridge Festival. Cost includes: Deluxe motor coach transportation, lunch on Saturday, tour of the park and Nashville, overnight accommodations, covered bridge tour, handling of one piece of luggage and tips for same, escort. $32.50.

If you are interested in this tour, contact the Parkhills' Tours, Inc., by writing to:

Parkhills' Tours, Inc.
120 South Walnut Street
Champaign, Illinois 61820

Or call:

Area Code 217 359-1675

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NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

September 13, 1968

MEMORANDUM TO: Participants of University of Illinois Institute

FROM: Eldonna L. Evertts, Director

RE: Study Packets and Arrangements

Pre-institute plans indicate that you will be having a very busy week, October 13-18, but also a very exciting one. The classes to be taught by Dr. Strickland and Dr. Guth will comprise the morning sessions. The advanced reading assignments and course content for both classes are attached to this memorandum. Some of the references are included in the packets and many are listed in Resources for the Teaching of English.

The afternoon and evening sessions are mainly presentations by curriculum specialists, public school administrators, directors of research projects, and specialists in school programs or selected areas of the curriculum. The study packets include materials which relate to these sessions of the program.

Throughout the institute there will be practicum sessions and consultation periods at which time the direction of the discussion will be determined by questions posed by participants or areas of interest that are expressed. These may be on a group or individual basis. To initiate group discussion, Growth through English will be studied for its implications for teaching English or reading. Dr. Mielenz will be in charge of this portion of the program. The attached study guide will help you to prepare for the practicum sessions. Be sure to bring your copy of the Dixon book with you.

Look over the material in your packet on Curriculum Guide Evaluation. One afternoon there will be time for a special meeting with those who used and developed this guide. Mr. William Scannell of the NCTE staff will be available to show you new curriculum guides.

Registration will be held on Sunday evening, October 13, from 7:00 p.m. until 8:00 or 8:30. Registration on Sunday evening will be in the General Lounge, second floor, Room 210 of the Illini Union where you will be staying. We have marked this room with colored pencil in the Illini Union booklet included in your packet. (So don't get lost!) Registration for late arrivals will be at 8:00 a.m. on Monday, October 14 in Room 314A in the Illini Union. This will be the same room where the beginning session will be held at 8:30 a.m. on Monday morning, October 14. For its location see your map of the Union.

At registration time you will receive a complete program, roster of participants and the STIPEND (If the University requisition goes through on schedule). We'll also collect a few dollars for the banquet on Thursday evening.

The Institute will close at 3:00 p.m. on Friday, October 18. However, members of the staff who reside in Champaign or Urbana will be available for consultation with individual participants. (We thought you might be rather busy during the week, but we don't want you to leave with any unanswered questions. (Now, this doesn't imply you will get "final" answers.)

Limousine service is available between the airport and the Illini Union.

The staff had to make a few arbitrary assignments regarding roommates but if these are not mutually agreeable, please feel free to make any changes. Those requesting single rooms were so granted--so these assignments should not pose problems, but who can tell ---

Finally, we couldn't get all the materials we wanted you to have in the packets (material with this letter and a second packet mailed at the same time) so leave some space in your suitcase for your return home. Maybe I had better suggest you come with an empty suitcase, just in case.

Yes, there'll be time and a place to buy a few remembrances to take home. The Thursday banquet will be at Lincoln Square where you will find a handsome Swedish display and salesroom, Carriage Lane, and many other shops.

ELE pg

P. S. If you are planning on attending the Institute in Tallahassee, I suggest you make plane reservations now. December 8-13 is getting into the holiday season for many planning trips to Florida. By the way, if you're coming to Champaign in October, be sure you are confirmed on Ozark between Chicago and Champaign. Some flights are heavier booked than others and if 50 people arrive without reservations for the same flight . . . .

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

MEMORANDUM TO: NCTE Staff

FROM: Eldonna L. Evertts

RE: NDEA Institute Program

The program for the Urbana Institute of the NDEA Institute for State Supervisors of English and Reading cosponsored by the University of Illinois and the National Council of Teachers of English is attached to this memorandum.

You will note that a reception will be held at NCTE headquarters on Monday afternoon. At that time conducted trips are planned for both buildings and publications will be available for purchase.

On Thursday afternoon a smaller group will visit the NCTE library to study curriculum guides.

You are welcome to attend any sessions which are of interest to you. We'll try and have plenty of seats available in case everyone decides to come at the same hour! (Well, maybe you should let us know in advance.)

ELE pg

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

October 1, 1968

MEMORANDUM TO: NCTE Staff

FROM: Eldonna L. Evertts

RE: NDEA Banquet

On Thursday evening, October 17, Alfred Grommon, president of NCTE, will be the banquet speaker at the Urbana Lincoln Hotel for the NCTE/NDEA Institute for State Supervisors of English and Reading. You and your spouse are invited to attend the dinner and cocktail hour or to drop in later. The cash bar will be from 5:30 to 6:30 with dinner at 6:45. Tickets for the dinner are $5.00 and may be purchased through Phyllis Godwin. However, requests should be made not later than noon, October 14.

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NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

August 26, 1968

MEMORANDUM TO: Jim Lyon

FROM: Eldonna Evertts

RE: NDEA Institute

The NCTE-NDEA Institute for State Supervisors of English and Reading will hold its first institute in Urbana, October 14-October 18. Activities during the first afternoon will focus upon NCTE and its assistance to state supervisors.

The Institute itself will be held at the University of Illinois Illini Union. The morning session will include an orientation, introduction of staff and guests, welcome remarks by NCTE and University of Illinois officials, as well as short talks by the two course lecturers, Ruth Strickland and Hans Guth.

The keynote speaker will be Robert Pooley who will speak on "The Dartmouth Reports: Implications for State Supervision of English." This will be the first general session of the institute. He has been selected to give this address because he has served NCTE in a number of capacities over a great number of years. As you know it is almost impossible to list all of the activities with which he has been involved that relate to NCTE.

You are invited to introduce Robert Pooley. The meeting will be held at the Union beginning promptly at 1:00 p.m. You may wish to join Robert for lunch that day or to chat with him a short time prior to the program. Unfortunately, University of Illinois regulations are not as lenient as those at NCTE and I am unable to provide complimentary meals or an honorarium. Nevertheless, this does not detract from our sincere desire to have you be our chairman for that session of the program.

Following Dr. Pooley's talk we will immediately move into presentations by Enid Olson on NCTE publications and Bernard O'Donnell and Roger Clark on the Educational Resources Information Center. The remainder of the afternoon will comprise a reception at the NCTE headquarters with Mary Gerhart and Carl Johnson as cochairman. During the reception there will be small groups visiting both buildings to purchase NCTE publications.

I hope you can be with us on the afternoon of October 14 and perhaps serve as a guide between the Union and the headquarters -- just in case some of the participants from Guam, Hawaii, or New England might get lost.

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NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

September 23, 1968

MEMORANDUM TO: Selected Members of the Faculty at the University of Illinois

FROM: Eldonna L. Evertts, Director, NDEA Institute for State Supervisors of English and Reading

RE: Reception Invitation

The first in a series of Institutes comprising the Special NDEA Institute for State Supervisors of English and Reading will be held on the University of Illinois campus during mid-October. You are cordially invited to attend a reception, honoring representative members in Elementary Education, Secondary Education, English Education, and English, to be held in Room 314A of the Illini Union on Wednesday evening, October 16, from 8:00 to 9:00 p. m. Unfortunately, it will be impossible to invite all members of the departments involved, consequently only a few have been selected. We especially hope you can accept this invitation to meet with the state supervisors of English and Reading.

We hope you can arrive between 7:45 and 7:50 so we can begin promptly at 8:00 p. m. At that time each person will be informally introduced, thus permitting each institute participant to know and recognize each faculty member. You and the chairman for the evening might engage in a short conversation--but no speeches are necessary. After all are introduced, you may go directly to the table marked with your name or pick up a cup of coffee first. The participants will then visit informally with you either at the tables or just as we are standing around.

This session has been designed as an informal meeting which will permit the participants to become acquainted with leaders in education and English at the University of Illinois. As you know, the Education Commission of the States and the federal government are both interested in strengthening state departments of education and more responsibility is constantly being given to these departments. As a result the supervisors in these departments are frequently asked to name specialists to serve as consultants, speakers, advisers, or members of governing boards. These state supervisors should know some of the authorities in various areas to contact both for active roles on projects and for names of other authorities who might be contacted for specific assignments.

For convenience in replying, a card is enclosed. Please return it via campus mail as soon as possible. If you have any questions, please feel free to phone me at 333-6593.

UNIVERSITY OF ILLINOIS FACULTY GUESTS
Wednesday Evening, October 16, 1968

Dr. A. Lynn Altenbernd
Professor of English
Department of English, Chairman

Dr. Fred P. Barnes
Professor of Elementary Edu.
Department of Elementary Edu.

Mr. John Edward Erickson
Assistant Professor
Department of Secondary and Continuing Education

Dr. J. N. Hook
Professor of English
Department of English

Dr. Robert L. Ince
Assistant Professor
Department of Speech

Mr. Paul H. Jacobs
Professor of English
Department of English

Professor Karl Koenke
Department of Elementary Education

Dr. John E. McGill
Professor of Elementary Edu.
Dept. of Elementary Education

Dr. Alan L. Madsen
Department of Secondary and Continuing Education

Dr. William Marquardt
Professor of Secondary and Continuing Education

Dr. Dorothy E. Matthews
Assistant Professor
Department of English

Dr. Walter J. Moore
Professor of Elementary Education

Dr. William R. Powell
Associate Professor
Department of Elementary Edu.

Mr. Roman Tymchyshyn
Instructor
Department of Speech

Dr. Jerry L. Walker
Associate Professor
Dept. of Secondary and Continuing Education

Dr. Allen Purves
Associate Professor
Department of English

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October 14-18, 1969

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Mr. M. Lawrence Tucker
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68/69

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EVALUATION

The Tallahassee Institute

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EVALUATION

The Tallahassee Institute

I. Introduction.

Literature comprised the area of instruction and practicum discussion at this Institute. If one could select two words to describe adequately the programming those words would be "participation" and "involvement" for the participants.

The class lessons conducted by Dr. James Miller can best be summed up in this quotation of his book:

> This book is a book of beginnings and first things. Its form is not closed, but open, not restricted, but free. It is meant to serve as a platform for many launchings into a multitude of universes of the imagination. The reader should not say, when concluding, "I have finished this book and it is done;" he should say instead, "I have finished this book and it is begun."[1]

Truly, all the speakers and consultants carried out the ideas of involvement and participation and the thought that the materials presented were a beginning for the participants to expand and carry on.

II. Evaluation of the Tallahassee Institute.

A. The Participants and Their Selection.

At least half of the participants of this Institute had attended the Urbana Institute. Additional state department personnel comprised most of the others. An invitation had been extended to State Department Supervisors to invite a city or county supervisor to take the place of a State Department person not able to attend. Six or seven such people were in attendance. Again cameraderie was the rule. The new participants were swept eagerly into the group and became enthusiastic participants.

---

[1] Miller, James E. Jr., and Bernice Slote, The Dimensions of Literature, Dodd Mead, 1967 Foreword p. IX.

B. Physical Facilities.

The participants and staff were housed in The Holiday Inn. Classes for the most part were conducted there. Facilities were excellent except that two sessions had to be moved to the State Capitol where sessions were held in the Chambers of the House of Representatives.

Communication misunderstandings between the main office and the dining facilities caused the problem as two major parties were scheduled to use the lecture room of the Institute. Meals and coffee breaks were available to the participants at the Holiday Inn. Within two blocks was the Parkway Shopping Center where excellent meals were served also.

C. Relationship with Florida Staff and NCTE.

The University of Florida library was made available to participants. Those seeking appointments were cordially received by the University. Dr. Dwight Burton was most generous of his time. The hosts, Rodney Smith and Kittie Mae Taylor certainly exemplified southern hospitality in all that they did for the participants and staff.

NCTE made available an excellent book display--books on literature. Of course, Dr. Robert Hogan was in attendance at the Institute. His banquet talk was most timely.

The Florida State Department was most cordial. They arranged for rooms in the capitol building. Rodney Smith and Kittie Mae Taylor were most gracious in arrangements. They provided some secretarial help, mailed boxes, provided typewriters, film projectors, etc. Charles Huggins, Media Specialist of the State Department graciously gave of his time to manning the projector, the tape recorder, record player, and slide projector.

D. Orientation of Staff and Participants.

Staff members and lecturers were fully informed of their duties some time before the Institute. Housing, finances, the program, and similar items were explained. The instructor and lecturers also sent materials to be mimeographed. Movie projectors, taping machines, and bibliographical data on books to be used in the instruction area were provided at their request.

The participants received early information also. Each was sent a packet including information about textbooks and a copy of the class bibliography. Included were reprints of recent articles (see Appendices) and recent books or pamphlets.

During the Institute the staff and participants wore name tags.

Each morning the writer conducted a brief orientation session. At that time scheduled changes, if any, problems participants might have shared with her and other matters were explained. Handouts for the day's lectures and instructions were distributed.

Consultations with staff members were available daily.

On Sunday evening the writer, Mary Mielenz, Rodney Smith and Kittie Mae Taylor hosted a reception which was a gala affair and an excellent "ice-breaker."

A Florida buffet dinner at the nearby shopping center on Monday evening brought the group together. Staff and lecturers were seated at separate tables. Fresh shrimp, fruits, and other Florida foods were served.

A Christmas Coffee at the home of Kittie Mae Taylor from 5-7 was another occasion for mixing the groups prior to the 8 o'clock evening session.

The banquet at Faiver's Lobster House Thursday evening following the Panacea trip provided excellent opportunity for visiting via cars. Robert Hogan, Executive Secretary of NCTE, gave an excellent talk on "Current Issues and Developments in the Literature Curriculum" a most timely topic.

E. Visitations.

Dr. Julia Haven of the Office of Education visited the Institute. Other visitors included professors from local colleges and universities and staff members of the State Department who attended some of the excellent lectures.

F. Staff Problems.

The usual problem was the last minute switch of the program to accommodate a speaker who needed an earlier or later time for appearing.

Charlotte Huck had need to cancel at the last minute because of illness. The writer addressed the group on that occasion speaking on the topic of children's literature.

Father Culkin spoke one evening under a rather difficult situation. The Holiday Inn had scheduled a Christmas dinner in the adjoining room. Singing and laughter didn't bother him. With his usual good humor and wit he gave a better than usual talk. Once when the other group sang Jingle Bells he led the participants in chiming in also. Later it was learned that the party group were representatives of the Hard of Hearing Society.

G. Media.

During the Institute an attempt was made to show some of the latest films. Among those shown at this Institute were the artistic ones Clay, Glass, and A Dream of Wild Horses. The two British films on Improvised Drama were well received. Especially interesting was the fact that Geoffrey Summerfield was there to comment on them briefly. The two elementary films on children's literature The Lively Art of Picture Books and Poetry for Me were shown also. Tapes and records added much to Father Culkins' lectures and to those by Geoffrey Summerfield.

H. Participant Evaluation of the Institute.

Again the participants were most gracious in their comments concerning the Institute. Variety in the program, the excellence of the instruction and the speakers, the fellowship and cameraderie were stressed throughout the questionnaire data.

If liveliness of discussion, enthusiastic response to the speakers are criteria of enjoyment, this Institute certainly made an appeal. One participant begrudged the coffee breaks. She thought they wasted opportunity to hear more of the valuable lecturing and discussing.

At the opening session, the writer asked the participants to volunteer information, briefly, of an outstanding state project now in progress. The response was instant, warm and exciting.

During the several practicum sessions participants selected before the Institute reviewed several of the Dartmouth books pertaining to literature namely, The Uses of Myth, Response to Literature, Creativity in English, Drama in the Classroom. The fact that Dr. Olson and Geoffrey Summerfield sat in the Practicum sessions while the books they had edited were discussed, made for a more lively discussion following the reviews.

Participants were named reacters to the films shown. In short, every attempt was made to involve in some way, each participant.

The following comments present the reactions of participants to the most impressive feature of the Institute and were written in response to the question: "Briefly relate some aspect of the Institute that intrigued you."

> "Dramatic improvisation and film making by students."
>
> "The level of participation and exchange of ideas was high."
>
> "The importance and results of the Dartmouth Conference--the understandings that we were able to attain."
>
> "It is wonderful, Eldonna, that you could plan to bring such wonderful speakers...such rich professional experiences to all of us."
>
> "Dr. Burton's speech inspired me to write a paper--this will be concerning superior teachers bringing related fields of English together again--drama, music, speech, etc."
>
> "The poetry in Voices."
>
> "The theme of creativity in general--genuine pupil involvement and engagement in the learning process--the notion that formalized linguistics is not doing well and the question of whether grammar should be taught at all."
>
> "My education regarding the Southern States. Many of my preconceptions and biases were laid aside. Very impressed with the people who were here...need for national view of education through these institutes."
>
> "The total range of plans of instruction. What universities are doing for teachers."
>
> "The impact of some of the personalities."
>
> "The reports on the Dartmouth Conference, the presentation of modern poetry, and the report on the young film makers were intriguing."

> "Dr. Miller's understanding of the actual classroom problems of engaging or involving the student was refreshing."
>
> "The emphasis upon imagination and creativity in English."
>
> "...the fact that regardless of the region in which we work, our problems are similar."
>
> "Discussing common problems in and out of sessions."
>
> "Setting up the hiarchies of criticism which relate the present practices."
>
> "Surprised by the repeated attacks on the use of grammar study in the schools."

I. Participant Evaluation of Future Effects of the Institute.

This question was asked: "What impact do you think your attendance at the Institute will have upon your professional growth or the local educational scene?" Here are responses:

"More emphasis on multi-media including student film making. Stress reading for enjoyment--emotional involvement before analysis. More creative writing."

"The experiences here have given me more security and confidence in this change-over to a more meaningful program in English."

"Some material--especially in drama and film making--should be very helpful."

"More self-confidence. I have experienced the heights 'at the feet' of literary giants--Miller, Hogan, and Summerfield. To help every county level supervisor and, in turn, the classroom teacher."

"I hope that I might be an ambassador to carry the news to those less fortunate than I (those who were not here). The institute helped me in every way, especially to boost my enthusiasm and help me inspire the teachers with whom I work."

"It had more to do with my own professional growth but I'm sure that I will be able to better work with all 18 of the Elementary Directors in my counties...will give me fuel and ammunition as support to bring about changes in English teaching and a philosophy of education."

"Have much better understanding of education in other areas; approaches to curriculum, interesting projects, and innovations. It is difficult to catalog the benefits and insights gained from the close professional and personal relationships enjoyed here."

"New directions. New methods. Shift of emphasis. Expansion of training programs at the local level."

"The information, the contacts, the exchange of ideas, and the excitement of the institute will give me added enthusiasm for my job."

"...will have tremendous impact upon my future performance."

"Shared experience through discussions with teachers at the school, county, and state level."

"...more knowledgeable about what is going on in the area of English. The Dartmouth Conference discussions have been most enlightening."

"...insight into the meaning and significance of the Dartmouth Conference...I intend to present the idea of using drama in the English class in workshops I hope to conduct for Texas teachers."

J. Summation of Other Questionnaire Data.

The Institute rating of 20 responses rated the program as excellent or good. Similar ratings were given the instruction and the afternoon and evening sessions featuring outside speakers.

Two areas of all were rated poor by one voter only: The panel session and the practicum. In checking whether the speeches and instruction provided anticipated information, it was found that two stated that these went beyond anticipation, with 15 checking "yes," and one, "no." In response to whether the participants planned to use the ideas gained, 16 checked heavily and 4 checked moderately.

III. Conclusions.

The full conclusions for the Tallahassee Institute appear in the third major division of this final report along with those from the other one-week Institutes.

IV Appendix.

The Appendix for this particular Institute summarizing pertinent information follows. It includes copies of the daily program and course outline, a suggested reading list in the area of literature, an annotated bibliography of the contents of the study packet, sample memoranda to participants, and the directory of participants.

DAILY PROGRAM

Holiday Inn of Tallahassee Tallahassee, Florida

December 9-13, 1968

LITERATURE AND SCHOOL PROGRAMS

NDEA INSTITUTE FOR STATE SUPERVISORS
OF ENGLISH AND READING

(Conducted under a grant from
the U. S. Office of Education)

Co-sponsored by:

The National Council of Teachers of English
The University of Illinois

INSTITUTE PROGRAM, PART I: SPEAKERS

Dr. Dwight L. Burton
Head, Department of English and Education
213 Education Building
Florida State University
Tallahassee, Florida 32306

Reverend John M. Culkin, S.J.
Director, Center for Communications
Fordham University
Fordham Road
Bronx, New York 10458

Dr. Julia M. Haven
Education and Program Specialist in English and Reading
Division of Planned and Supplementary Centers
Bureau of Elementary and Secondary Education
Office of Education
400 Maryland Avenue, S. W.
Washington, D. C. 20202

Dr. Arnold Lazarus
Director, Teacher Education in English
Suite E, South Campus Courts
Purdue University
Lafayette, Indiana 47907

Dr. Paul Olson
Professor of English
208 Andrews Hall
University of Nebraska
Lincoln, Nebraska 68508

Dr. Edward Rosenheim, Jr.
Professor of English
Department of English
University of Chicago
Chicago, Illinois 60637

Professor Geoffrey Summerfield
Lecturer in Education and English
Langwith College
University of York, Heslington
York, England

Temporary address:
Department of English
University of Nebraska
Lincoln, Nebraska 68508

INSTITUTE PROGRAM, PART II: INSTITUTE STAFF

DIRECTOR:

Eldonna L. Evertts
Director, NDEA Institute for State Supervisors
57 East Armory Street
Champaign, Illinois 61820

ASSOCIATE DIRECTOR:

Robert F. Hogan
Executive Secretary
National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61820

ASSISTANT DIRECTORS:

Rodney P. Smith
Editor, Elementary English
Knott Building, Room 375
Tallahassee, Florida 32304

Kittie Mae Taylor
Consultant in Language Arts
State Department of Education
Tallahassee, Florida 32304

PRACTICUM DIRECTOR:

Mary L. Mielenz
Professor Emeritus of English Education
University of Nebraska
3201 South 30th Street
Lincoln, Nebraska 68502

INSTRUCTOR:

Professor James E. Miller, Jr.
Professor of English
University of Chicago
1050 East 59th Street
Chicago, Illinois 60637

MEDIA SPECIALIST:

Charles Huggins
Media Specialist
Florida State Department of Education
Tallahassee, Florida 32304

SECRETARY:

Phyllis J. Godwin
Secretary, National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61820

NCTE PUBLICATIONS ASSISTANT:

Miss Shirley Evans
Secretary
State Department of Education
Tallahassee, Florida 32304

LIBRARY NOTICE:

The facilities of the Florida State University Library are available to participants. Materials may be used in the library or checked out during the institute.

REGISTRATION:

SUNDAY, DECEMBER 8, 1968

8:00-9:00 p.m.	REGISTRATION:	Phyllis Godwin Shirley Evans
	RECEPTION:	Eldonna L. Evertts Mary L. Mielenz Kittie Mae Taylor Rodney P. Smith

INSTITUTE PROGRAM, PART III: DAILY SCHEDULE

MONDAY, DECEMBER 9, 1968

7:45-8:15 a.m.	REGISTRATION:	Staff
8:15-9:30 a.m.	OPENING SESSION:	Rodney P. Smith Kittie Mae Taylor Mary L. Mielenz Eldonna L. Evertts
9:30-10:00 a.m.	SPECIAL REPORTS:	State Supervisors
10:00-10:30 a.m.	COFFEE BREAK	
10:30-11:30 a.m.	INSTRUCTION:	James E. Miller, Jr.
11:30-1:00 p.m.	LUNCH	
1:00-2:00 p.m.	SPEAKER:	Eldonna L. Evertts
	TITLE:	Literature in the Elementary School
	CHAIRMAN:	Mary L. Mielenz
2:00-3:00	SPEAKER:	Dwight L. Burton
	TITLE:	Let's Have Real Toads in the Garden
	CHAIRMAN:	James E. Miller, Jr.
3:00-3:30 p.m.	COFFEE BREAK	
3:30-5:00 p.m.	PRACTICUM SESSIONS:	State Supervisors Mary L. Mielenz Eldonna L. Evertts
	REVIEW:	Response to Literature Jewell Bindrup and Clarence Lipscomb
	INDEPENDENT ACTIVITIES:	Florida State University Library and State Department of Education Curriculum Library
5:00-8:00 p.m.	FLORIDA BUFFET:	Kittie Mae Taylor and Rodney P. Smith, hosts
8:00-9:00 p.m.	SPEAKER:	Arnold Lazarus
	TITLE:	Project English at Purdue
	CHAIRMAN:	Mary L. Mielenz
9:00-9:30 p.m.	DISCUSSION:	Eldonna L. Evertts, Chairman
	TITLE:	"The Lively Art of Picture Books"
	DISCUSSANTS:	Martha Ellison Edward Howard Victor Kotulak

TUESDAY, DECEMBER 10, 1968

8:00-8:05 a.m.	ANNOUNCEMENTS:	Eldonna L. Evertts
8:05-10:00 a.m.	INSTRUCTION:	James E. Miller, Jr.
10:00-10:30 a.m.	COFFEE BREAK	
10:30-11:30 a.m.	INSTRUCTION:	James E. Miller, Jr.
11:30-1:00 p.m.	LUNCH	
1:00-2:00 p.m.	FILMS:	"Poetry For Me"
2:00-3:00 p.m.	SPEAKER:	Paul Olson
	TITLE:	Project English in Nebraska
	CHAIRMAN:	Rodney P. Smith
3:00-3:30 p.m.	COFFEE BREAK	
3:30-4:30 p.m.	QUESTION AND ANSWER PERIOD:	Panel Members: Paul Olson Dwight L. Burton, Arnold Lazarus
	CHAIRMAN:	Eldonna L. Evertts
4:30-5:30 p.m.	PRACTICUM SESSION:	Mary L. Mielenz Eldonna L. Evertts
	CONSULTANTS:	Paul Olson and Arnold Lazarus
	REVIEW:	_The Uses of Myth_ Albert B. Somers
	CONSULTATION PERIOD:	Arnold Lazarus
5:30-8:00 p.m.	DINNER	
8:00-9:00 p.m.	SPEAKER:	John M. Culkin, S.J.
	TITLE:	Notes on the New Liberal Arts
	CHAIRMAN:	Kittie Mae Taylor
		Special Film Showing
9:00 p.m.	INFORMAL DISCUSSION AND SOCIAL HOUR:	Kittie Mae Taylor, Hostess

WEDNESDAY, DECEMBER 11, 1968

8:00-8:05 a.m.	ANNOUNCEMENTS:	Eldonna L. Evertts
8:05-9:00 a.m.	INSTRUCTION:	James E. Miller, Jr.
9:00-10:00 a.m.	SPEAKER:	Geoffrey Summerfield
	TITLE:	Some Ways Into Poetry and With Poetry
	CHAIRMAN:	Mary L. Mielenz
10:00-10:30 a.m.	COFFEE BREAK	
10:30-11:30 a.m.	DIALOGUE:	Geoffrey Summerfield and James E. Miller, Jr.
	INSTRUCTION:	James E. Miller, Jr.
11:30-1:00 p.m.	LUNCH	
1:00-2:00 p.m.	SPEAKER:	Paul Olson
	TITLE:	Myths and Their Influence on Literature
	CHAIRMAN:	James E. Miller, Jr.
2:00-3:00	SPEAKER:	John M. Culkin, S.J.
	TITLE:	Films That Communicate
	CHAIRMAN:	Eldonna L. Evertts
3:00-3:30 p.m.	COFFEE BREAK	
3:30-4:00 p.m.	SPEAKER:	Julia M. Haven
	TITLE:	Supervision and New Programs
	CHAIRMAN:	Eldonna L. Evertts
4:00-5:00 p.m.	PRACTICUM SESSION:	Mary L. Mielenz Eldonna L. Evertts
	DISCUSSION:	*Creativity in English* Victor Kotulak, James Turnipseed
		Drama in the Classroom John Kearney, Lorena Anderson
	CONSULTATION:	Geoffrey Summerfield Paul Olson John M. Culkin, S.J. Robert F. Hogan James E. Miller, Jr.

WEDNESDAY, DECEMBER 11, 1968, continued

5:00-8:00 p.m.	KRISTMAS KOFFEE:	Rodney P. Smith, host Kittie Mae Taylor, hostess
5:00-8:00 p.m.	DINNER	
8:00-9:00 p.m.	FILM FESTIVAL	
	DISCUSSION LEADER:	John M. Culkin, S. J.
	SUBJECT:	How to Make Films
	CHAIRMAN:	Rodney P. Smith
9:00 p.m.	INFORMAL DISCUSSION AND SOCIAL HOUR:	Mary L. Mielenz Kittie Mae Taylor

THURSDAY, DECEMBER 12, 1968

8:00-8:05 a.m.	ANNOUNCEMENTS:	Eldonna L. Evertts
8:05-10:00 a.m.	FILMS:	Preview of BBC Films on Creative Dramatics
10:00-10:30 a.m.	COFFEE BREAK	
10:30-11:30 a.m.	INSTRUCTION:	James E. Miller, Jr.
11:30-1:00 p.m.	LUNCH	
1:00-2:00 p.m.	SPEAKER:	Edward Rosenheim, Jr.
	TITLE:	Swift's *Modest Proposal*: A Case Study
	CHAIRMAN:	Robert F. Hogan
2:00-3:00 p.m.	SPEAKER:	Dwight L. Burton
	TITLE:	English in No Man's Land: Some Suggestions for the Middle School
	CHAIRMAN:	Mary L. Mielenz
3:15 p.m.	TRIP TO PANACEA AND MUSEUM	
	Trip in charge of Rodney Smith and Kittie Mae Taylor	
	COCKTAIL HOUR:	Faiver's Lobster House, Panacea
	DINNER:	Faiver's Lobster House, Panacea
	PROGRAM:	
	INTRODUCTION:	Rodney P. Smith
	SPEAKER:	Robert F. Hogan
	TITLE:	Current Issues and Developments in the Literature Curriculum

FRIDAY, DECEMBER 13, 1968

8:00-8:05 a.m.	ANNOUNCEMENTS:	Eldonna L. Evertts
8:05-10:00 a.m.	INSTRUCTION:	James E. Miller, Jr.
10:00-10:30 a.m.	COFFEE BREAK	
10:30-11:30 a.m.	INSTRUCTION:	James E. Miller, Jr.
11:30-1:00 p.m.	LUNCH	
1:00-2:00 p.m.	SPEAKER: TITLE: CHAIRMAN:	Edward Rosenheim, Jr. Literature and Literacy Mary L. Mielenz
2:00-3:00 p.m.	CLOSING PANEL:	James E. Miller, Jr. Mary L. Mielenz Rodney P. Smith Eldonna L. Evertts Robert F. Hogan Kittie Mae Taylor
	SUBJECT:	Highlights of the Institute
3:00 p.m.	CONSULTATION:	With Staff, by appointment

COURSE OUTLINE

NDEA INSTITUTE IN ENGLISH AND READING
Tallahassee, Florida
December 9 - 13, 1968

Course Lecturer: James E. Miller, Jr., Professor of English, University of Chicago

Basic Text: *Dimensions of Literature*, edited by James E. Miller, Jr., and Bernice Slote, New York: Dodd, Mead, Co., 1967. $4.95

December 9 Monday	Emily Dickinson	"I Heard a Fly Buzz" "There's a Certain Slant of Light"
	Robert Frost	"After Apple-Picking"
	T. S. Eliot	"The Love Song of J. Alfred Prufrock"
December 10 Tuesday	Walt Whitman	"Out of the Cradle Endlessly Rocking"
	Dylan Thomas	"Fern Hill"
	Theodore Roethke	"The Waking"
December 11 Wednesday	Bertolt Brecht	"The Caucasian Chalk Circle" (New York: Grove Press, Inc., 1956. $.95) (*Seven Plays* edited by Eric Bentley, New York: Grove Press, Inc., 1961. $8.50)
December 12 Thursday	Nathaniel Hawthorne	"My Kinsman, Major Molineux"
	William Faulkner	"The Old People"
December 13 Friday	Herman Melville	*Bartleby* (*Piazza Tales*, ed. by E. S. Oliver, New York: Hendricks House, Inc., 1962. $4.50) (*Billy Budd and Piazza Tales*, New York: Doubleday & Co., Inc., $.95)

SUGGESTED READING LIST

Literature

To accompany the course instruction by James E. Miller, Jr., the following titles have been selected to represent both elementary and secondary interests. These are available only by direct order through NCTE. You may already have many of these titles in your own library or in the professional collections in your department. This is not intended as a reading list for the Institute, but a list of choice selections. Unfortunately complimentary copies are not available.

ISSUES IN THE TEACHING OF POETRY--The first issue of the Journal of the Michigan Council of Teachers of English. Contains six articles on teaching poetry in the secondary and undergraduate classroom. The articles include: Meaning Is First, The Poet and His Poem, The Uses of Analysis, Linguistics: An Aid to Teaching for Moderns. 1966. Stock No. 03203, $1.75.

NEW DIRECTIONS IN ELEMENTARY ENGLISH--Edited by Alexander Frazier. A selection of papers on literature, language, and composition for elementary grades prepared by scholars and specialists for NCTE's 1966 institutes for elementary school teachers. 1967. (Excellent article by James Miller) Stock No. 03800, $3.50.

A CURRICULUM FOR ENGLISH--From the Nebraska Curriculum Center. Self-contained units featuring a strong literature program for grades 1 to 6, including related activities in composition and language. Each is a series of practical lesson plans containing background information, suggested procedures and activities, plus sources for additional material. 1966. Those now available are: _A Curriculum for English_, Grade 1, $1.25, Stock No. 06102; Grade 2, $1.25, Stock No. 06111; Grade 3, $1.25, Stock No. 06120; Grade 4, $1.25, Stock No. 06139; Grade 5, $1.25, Stock No. 06148; Grade 6, $1.25, Stock No. 06157.

CENSORSHIP AND THE VALUES OF FICTION--By Wayne C. Booth. An excellent article from the March 1964 issue of the _English Journal_, which was printed in response to popular demand. 1965. ten copies $2.00. Stock No. 08306.

DEVELOPMENT OF TASTE IN LITERATURE--Covers the elementary, junior high, and senior high school areas. Introduction by Nila Banton Smith. 1963. Stock No. 13808, $1.25.

THE RESPONSE OF ADOLESCENTS WHILE READING FOUR SHORT STORIES--by James R. Squire. Research Report No. 2. Explains a new technique of studying responses of high school students to literature. Classifies and analyzes responses in relation to intellectual and personal qualities of the readers and discusses sources of difficulty in literary interpretation. Draws implications for teaching. 1964. Stock No. 15806, $1.50.

RESPONSES OF COLLEGE FRESHMEN TO THREE NOVELS--Research Report No. 7, by James R. Wilson. A comparison of students' written responses before and after study of The Catcher in the Rye, The Grapes of Wrath, and A Farewell to Arms. 1966. Stock No. 15904, $1.00.

MEETING CENSORSHIP IN THE SCHOOL: A SERIES OF CASE STUDIES--These case studies are examples of objections made by individuals to certain books in English classrooms and libraries. Included are cases in which the teachers were successful as well as unsuccessful in meeting the challenge of censorship. Given, although anonymously, is the following information: the community, the school, the complaint and the objector, and the reaction to the complaint. John Hove chaired the committee. 1967(NCTE). Stock No. 19330, $1.00.

NEW TRENDS IN ENGLISH EDUCATION--Edited by David Stryker. Consists of the papers presented at the fourth Conference on English Education by Stiles, Squire, Slack, Bowman, Trout, R. McDavid, LaPlante, J. Walker, Kuhn, Portz, A. Turner, in March 1966. Published 1967. Stock No. 19802, $1.75.

OBSCENITY, THE LAW, AND THE ENGLISH TEACHER--Papers by John P. Frank and Robert F. Hogan presented before the NDEA Institute for Advanced Study in English. Frank, specialist in constitutional law, outlines the legal basis for determining obscenity. Hogan discusses the unique problems faced by teachers. 1966 (NCTE). Stock No. 20104, $1.00.

THE OPEN LETTER TAKEN FROM THE STUDENTS' RIGHT TO READ--Explains the threat which censorship offers to education, the teacher's role in this problem, and the responsibility of the community. 1962. Stock No. 20202, 25 for $1.00 (100 or more, $.03 each)

THE STUDENTS' RIGHT TO READ--A pamphlet prepared by the NCTE Committee on the Right to Read. Divided into two sections--the first, an open letter addressed to parents and community leaders which has been printed separately and may be obtained in quantity lots for distribution; the second, "A Course of Action" with Council recommendations for establishing professional committees to set up procedures for book selection, to work for community support, and to review complaints against books. 1962. Stock No. 20809, $.25 each; 6 for $1.00; 25 or more, $.10 each.

CHILDREN'S LITERATURE--OLD AND NEW--Reprinted from the May 1963 Elementary English. Articles prepared by the NCTE Committee on Children's Literature--Old and New. Virginia M. Reid, chairman. 1963 (NCTE) Stock No. 34206, $1.00.

CRITICAL BIOGRAPHIES OF AMERICAN AUTHORS--The Twayne series. Compact, critical, and analytical studies of lives of the authors relevant to their literary works. Each contains a selected annotated bibliography. Planned for the general reader as well as the teacher and student. Available in paperback. $1.95. Hardback $3.95. Stock No. See page 41 of Resources for the Teaching of English.

FRIENDS TO THIS GROUND--A statement for readers, teachers, and writers of literature by William Stafford. An attempt by the Commission on Literature of the NCTE to "find and help assure literature's appropriate place in education and to forestall its unwitting neglect as more clamorous subjects bid for time and effort." These topics are discussed--Literature in the Supermarket, Literature: Traditional and Changing Views, Issues in the Defense of Literature, and Issues in the Teaching of Literature. 1967 (NCTE). Stock No. 36357, $1.00.

GUIDE TO PLAY SELECTION--By Joseph Mersand, et al. Summaries of 430 full-length and 294 one-act plays. Brief introductions to each of the periods of drama from the Greeks to the present. Second edition. Cloth. 178 pages. 1958 (NCTE). Stock No. 36400, $3.50.

POETRY IN THE CLASSROOM--A series of reprints from the English Journal, collected by Dorothy Petitt, which are good examples of what she calls "individualism in teaching poetry." An approach to teaching poetry by asking questions designed to help the student to "discover and delight in both the process of discovery and in the discovery itself." Includes twenty-two poems, traditional and contemporary, and suggests ways in which students may hear a poem. 1966 (NCTE) Stock No. 37702, $1.25.

SCHOLARLY APPRAISALS OF LITERARY WORKS TAUGHT IN HIGH SCHOOLS--Prepared by an NCTE committee. Stephen Dunning, University of Michigan, editor. Appraisals Great Expectations, Julius Caesar, The Scarlet Letter, Macbeth, The Pearl, Huckleberry Finn, The Crucible, and Lord of the Flies. 1965 (NCTE) Stock No. 37908, $2.25 (30 or more $1.75 each).

THE TEACHER AND AMERICAN LITERATURE--Edited by Lewis Leary. Twenty-four papers given at the 1964 NCTE convention discuss the American novel, short story, poetry, and ideas. 1965 (NCTE). Stock No. 38300, $2.25.

TEACHERS' GUIDE TO WORLD LITERATURE FOR THE HIGH SCHOOL--By Robert O'Neal. A thematic or comparative study of over 200 works, to assist the teacher in expanding world literature programs. Detailed annotations are given on each work. Many nonwestern selections are included. A valuable reference tool. 1966 (NCTE). Stock No. 38408, $2.95.

TEACHING LITERATURE IN GRADES SEVEN THROUGH NINE--Edited by Edward B. Jenkinson and Jane Stouder Hawley. A course of study in literature developed in the Indiana University English Curriculum Study Center. This publication presents a critical basis for the developments of units of instruction. 1967. Stock No. 38453, $2.65.

TEACHING THE SHORT STORY--By Wallace Stegner. Davis Publication in English, Number Two. Published by the University of California, Davis. 1966. Stock No. 38505, $.50.

TWENTIETH CENTURY VIEWS SERIES--Prentice-Hall's series of collections of critical essays on authors. Plannes for the general reader as well as teacher and student. The titles, listed with their editors are listed on page 51 of Resources for the Teaching of English and are available in paperback. Stock Nos. listed in Resources, $1.95 each.

WHAT TO SAY ABOUT A POEM AND OTHER ESSAYS--A collection of reprints by Josephine Miles, Laurence Perrine, and W. K. Wimsatt, Jr., from the English Journal and College English on poetry and the importance of tone in literature. Stock No. 39504, $1.00.

RATIONALE FOR A SAMPLER OF PRACTICES IN TEACHING JUNIOR AND SENIOR HIGH SCHOOL ENGLISH--Summaries and bibliographies of research and professional writings that provide the foundations for each of the Sampler's teaching practices. Anthony Tovatt, Ebert Miller, David Rice, and Ted DeVries. 1965. Stock No. 48200, $.65 (20 or more, $.20 each).

A SAMPLER OF PRACTICES IN TEACHING JUNIOR AND SENIOR HIGH SCHOOL ENGLISH--An objective questionnaire to be filled out by the English teacher to help him examine his own teaching practices. Developed by Anthony Tovatt, Ebert Miller, David Rice, Ted DeVries. 1965. Stock No. 48308, $.35 (20 or more, $.15 each).

POETRY IN THE ELEMENTARY CLASSROOM--By Flora J. Arnstein. "In this book the author shows how teachers may work creatively with the individual child or with children in small groups and in large classes. For teachers eager to enrich their own content resources as well as their skills in conveying to children the 'use value' of poetry in their lives, Mrs. Arnstein has provided an instrument of great value."--Muriel Crosby in the Introduction. 1962 (NCTE). Stock No. 50802, $2.95.

NEGRO LITERATURE FOR HIGH SCHOOL STUDENTS--By Barbara Dodds, Vashon High School, St. Louis, Missouri, describes literature teaching units and books by and about Negroes which she uses with her own classes. She discusses a historical survey of Negro writers in America, the junior novel, biographies and autobiographies of historical and modern figures, suggested thematic units, and a library collection. 165 p. Stock No. 37329, $2.00.

WE BUILD TOGETHER--Edited by Charlemae Rollins, is the reading guide to Negro life and literature for elementary and junior high school use published in late 1967. 71 p. Stock No. 43759, $1.50.

IDEAS FOR TEACHING ENGLISH: GRADES 7-8-9--Ruth Reeves, editor. The first NCTE publication especially designed for the junior high school. Attractive looseleaf binder. Contains over 400 pages of practical suggestions. 1966. Stock No. 03105, $4.95.

TALLAHASSEE STUDY PACKET

"Literature and School Programs," a set of questions for participants which are based upon Growth Through English, John Dixon.

"Creativity in English," a set of questions for participants which are based on Creativity in English, Geoffrey Summerfield.

"Literature: A Suggested Reading List," a bibliography of materials for participants, suggested by James E. Miller, Jr., instructor.

"The English Program of the USOE: Curriculum Study and Demonstration Center Materials Currently Available," a bibliography of materials available from ERIC.

"New Media; Men and Machines," Edgar Dale. The News Letter, May, 1968. Discusses proper use of machines.

"Reprints from The Horn Book," a bibliography.

"The Children's Book Council, Inc.," a pamphlet describing the nature of the organization.

"A Bounty of Books," Frances Clarke Sayers, reprint from Compton's Pictured Encyclopedia. A discussion of child reading, complete with bibliography.

"Selected Reading List of Books About English Teaching for Parents and the General Public," a pamphlet from NCTE. Bibliography.

"Literature for Children," reprint from the World Book Encyclopedia. A discussion of child reading, complete with bibliography.

"Reading Poetry to Children," Gwendella Thornley, a reprint from November, 1962, Elementary English. Discusses methods.

"CEE Newsletter," October, 1968. Discusses Milwaukee meeting of NCTE, gives a list of goals for teaching English prepared by Robert Pooley.

"The Calendar," September-December, 1968. Lists dates and books appropriate for children to read for these dates.

"Catalog of Publications and Audiovisual Materials, 1968-69," the NEA catalog of materials.

"Horn Book Publications: 1968 Catalog."

"Give Children Literature," Leland B. Jacobs, Education Today, Bulletin No. 22, Elementary. Gives purposes and sources of literature.

"The Children's Literacy Heritage," Dora V. Smith, published by NCTE. A reprint from Elementary English, November, 1964. Gives historical perspective to children's literature.

Teaching the "Unteachable," Herbert R. Kohl, introduction by John Holt, New York, 1967. A collection of work of the "unteachables." Gives advice from those who have taught them.

"Books for Enrichment of the Teaching of English, Grades 1-12," compiled by Della Thomas, Curriculum Materials Laboratory, Oklahoma State University. A list of recommended titles of biographies, fiction, poetry, or drama about authors, writing, or other related subjects.

"Elementary English," a brochure which gives the merits of the journal, Elementary English.

"Research Reports," a brochure of NCTE which publicizes a series of research reports sponsored by the Committee on Research.

Growth Through English, John Dixon, London, 1967. A report based on the 1966 Dartmouth Seminar.

Creativity in English, Geoffrey Summerfield, editor. Papers relating to the 1966 Dartmouth Seminar, NCTE, 1968.

Haiku in English, Harold G. Henderson, Japan, 1968. Description of Haiku, techniques, and examples.

Other instructional materials.

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

Nov. 13, 1968

MEMORANDUM TO: Participants of the NDEA/NCTE Institute

FROM: Eldonna L. Evertts, Director

RE: Invitations to participate in the Tallahassee Institute

Participation in the Tallahassee Institute will be extended with the hope of strengthening the teaching of English and reading in the various states.

Each state supervisor of English or reading coming to Florida may invite a colleague in the state department of education, a regional or local supervisor, or a special consultant of English or reading who is working cooperatively with him on a local, regional, or state project in the development of curricula in English or reading for either elementary or secondary instruction. This will give added strength to these states already involved in the institute; good programs will be strengthened and new curricula can be explored.

If you attended the Urbana Institute and cannot attend the Tallahassee Institute, you may also wish to nominate another supervisor or consultant who could act as a liaison representative in his area for you for the projects you are directing or plan to initiate.

The major focus of the institute in Tallahassee will continue to be on the unique needs of state supervisors with special sessions scheduled for only state supervisors of English and reading. Alternate sessions will be planned for other types of consultants or specialists. Therefore the admission of additional participants will not alter the primary purpose of the institute, rather it will be designed to give other specialists an insight into the role of the state supervisor and illustrate means of cooperation and implementation for state programs.

Since the time of the institute in Florida is rapidly approaching, I am enclosing one complete set of registration papers. You can give these directly to the person you nominate and they in return can mail the forms to us just as soon as possible. Acceptance will be based upon receipt of applications in our office. These persons will receive a stipend for themselves and dependents. You might explain that these forms are basically those required by all NDEA Institutes and that some items might not seem relevant to this particular institute but that I hope they will do the best they can and return the forms quickly to us. Our office will then send a confirmation or regrets as the case may be.

Information on hotel accommodations is also enclosed with this letter.

If you have any questions, do not hesitate to phone me either at home, 217/359-1979, at the Institute office, 217/333-6593, or NCTE, 217/352-0523.

enc. Brochure
Application Forms
Hotel Reservation Card

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

October 10, 1968

MEMORANDUM: To Florida Participants

FROM: Eldonna L. Evertts, Director

RE: Tallahassee Institute for State Supervisors of English and Reading.

A bit of information at this time will no doubt help to answer some of the questions you have in mind about our Institute meetings in December.

1. If you have not made your plane reservations yet (and we hope you have) you should do so as soon as possible. You know how we northerners try to hit the southland at this time of year. We've been told that some December flights to Tampa were sold out in September. Are you properly alarmed?

   Plan your flight schedule so that you can attend the first session on Sunday evening at 7:00 p.m. The Institute will conclude at 3:00 p.m., Friday, the 13th. We hope the 13th will mark a week of fortunate Institute experiences for you.

2. A hotel card is enclosed. Please do fill it out and mail it to the hotel. The hotel will send you your confirmation. It's important that you have a bed even though we may work so hard you won't get much sleep.

3. In November you will receive a packet of materials, readings, an assignment sheet, library information, and similar material. Need we say that these materials should be studied?--particularly the selections for Dr. Miller's class and the questions on Dixon's book. (Does this all sound like a school teacher giving orders? (If so, it is!) And, of course bring with you questions about your own problems.

4. The Institute will be housed in The Holiday Inn, 1302 Apalachee Parkway, Tallahassee

5. We thought you might enjoy receiving an advance copy of the course outline prepared by James E. Miller, Jr. This will give you an opportunity to read some of the selections before your arrival.

6. We hope we've answered all your questions. We're looking forward to being with you.

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

November 20, 1968

MEMORANDUM TO: Participants, Tallahassee NDEA/NCTE Institute

FROM: Eldonna L. Evertts

RE: Study Packet

Enclosed is the study packet for the Tallahassee Institute to be held December 9-13, 1968.

I wish to call your attention to Creativity in English by Geoffrey Summerfield and the set of questions. I know you will want to study this book carefully as Mr. Summerfield will be one of our consultants.

Additional questions on Growth Through English by John Dixon have also been enclosed for your study.

DIRECTORY OF PARTICIPANTS

December 9-13, 1968

Tallahassee, Florida

Mrs. Juanita N. Abernathy
Coordinator, Reading and English
State Department of Education
State Office Building
Atlanta, Georgia 30303

Mrs. Lorena A. Anderson
Supervisor of Reading and English
State Department of Education
State Capitol Building
Charleston, West Virginia 25305

Mrs. Jewel J. Bindrup
Specialist, English Education
Office, Supt. of Public Instruction
136 South Temple
Salt Lake City, Utah 84100

Mrs. Andrena C. Briney
Supervisor, Reading and English
128 Cordell Hull Building
State Department of Education
Nashville, Tennessee 37219

Mrs. Martha R. Ellison
Coordinator, Curriculum Development
State Department of Education
Frankfort, Kentucky 40601

Mrs. Eleanor Francke
212 University High
University of Nebraska
Lincoln, Nebraska 68508

Mrs. Elizabeth Hartzog
Duval County Helping Teacher
Board of Public Instruction
330 East Bay Street
Jacksonville, Florida 32202

Mrs. Nelle C. Hause
Reading Consultant, Elem.Education
State Department of Education
Montgomery, Alabama 36104

Mr. Jerry F. Hickman
English Consultant
Texas Education Agency
4902 West Wind Trail #103
Austin, Texas 78575

Mr. Lenwood Holliman
Supervisor of Instruction
Pickens County Bd. of Education
Carrollton, Alabama 35447

Mr. Edward Howard
English Consultant
Heroes' Memorial Building
Carson City, Nevada 89701

Mr. John Kearney
Senior Supervisor in Education
State Department of Education
182 Tremont Street
Boston, Massachusetts 02111

Mrs. Elaine Kenzel
Language Arts Department Head
Coral Gables Sr. High School
Coral Gables, Florida 33146

Mr. Victor B. Kotulak
State Supervisor of English
State Department of Education
600 Wyndhurst Avenue
Baltimore, Maryland 21210

Mr. Clarence C. Lipscomb
Associate State Supervisor
English and Reading
Department of Public Instruction
Raleigh, North Carolina 27602

Miss Mary F. Lovern
Assistant Supervisor of English
State Board of Education
Richmond, Virginia 23216

Mrs. Blanche S. McMullen
Consultant, Elementary Education
State Department of Education
4113 Estrella Street
Tampa, Florida 33609

Mrs. Esther Mayfield
Coordinator of English Education
College of Education
Florida Atlantic University
Boca Raton, Florida 33432

Mr. David W. Miller
English Education Advisor
Department of Public Instruction
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Harrisburg, Pennsylvania 17126

Mrs. Betty Porter
Secondary Consultant of English
Texas Education Agency
211 Brazos
Austin, Texas 78711

Miss Lucy Robertson
Secondary Supervisor 7-12
Birmingham Board of Education
Birmingham, Alabama 35202

Mrs. Mariana Ross
Language Arts Supervisor
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Bessemer, Alabama 35020

Mrs. Marie Shepard
Curriculum Director (Generalist)
605 Azalea Drive
Tifton, Georgia 31794

Mrs. Edith Smith
Secondary Specialist
PESO Region 16 Education Service Cr.
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Amarillo, Texas 79101

Mr. Albert B. Somers
Supervisor of English
State Department of Education
1202 Maiden Lane
Columbia, South Carolina 29205

Mrs. Anna Belle Tabor
Director of Curriculum
Clayton County Schools
Jonesboro, Georgia 30246

Mrs. Kittie Mae Taylor
Consultant, English Language Arts
State Department of Education
Tallahassee, Florida 32304

Mr. James O. Turnipseed
Communicative and Fine Arts Section
Department of Education
State Office Building
Montgomery, Alabama 36104

Mr. Mitchell L. Voydat
Chief, Bureau of Educational Prog.
Department of Education
721 Capitol Mall
Sacramento, California 95814

EVALUATION

The Austin Institute

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EVALUATION

The Austin Institute

I. Introduction.

"Perhaps of all the creations of man, language is the most astonishing," wrote Lytton Strachey in Words and Poetry. And certainly the English language, particularly American English, undergoes daily changes. New words, new uses of old words, new discoveries of the science of language make it intriguing, exciting and perhaps the most innovative of languages.

The topic of learning at the Austin Institute was Language and Linguistics. Scholars such as Harold Allen, Roger Shuy, Frank Zidonis, Stanley Kegler, and Louis Forsdale presented varying aspects of linguistic study ranging from dialect through media and behavioral psychology. Uppermost was Albert Marckwardt's thought that all linguists, "must prescribe for the English teacher as regards teaching of linguistics (including formal structural teaching) enough knowledge to evaluate the changing scene, to experiment with new approaches, and to calculate the effect of the advances on his teaching as a whole." And he concludes, "No less is expected of a teacher in any other subject."[1]

II. Evaluation of the Austin Institute.

A. Participants and their Selection.

Again participant selection was localized. Each state department was urged to send its representative. In addition, the departments were privileged to send a city consultant or supervisor if they so desired. Texas, the home state, had a large delegation of ten persons who were bona fide participants. Other guests were present for several lectures. Maine sent two representatives; Kentucky, South Carolina, North Carolina, and Alabama, three. The state supervisors seemed delighted to bring along their best representatives.

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[1] Marckwardt, A. H., Editor, Language and Language Learning. Champaign, Illinois: National Council of Teachers of English, 1968, p. 33.

B. Physical Facilities.

The lovely old part of the Driskill Hotel, built in 1886, housed the staff and participants. All large sessions were held in either the Maximilian Room or the Crystal Ballroom. Small rooms were available for the smaller group sessions. All these rooms were in proximity with each other. All rooms were lovely, old-fashioned rooms with early American furniture. It was hard to believe that this portion is now being torn down.

The mezzanine area was available for registration and morning coffee breaks. Nearby was the Jim Hogg Suite with its large early American furnishings, an ideal spot for visiting and mingling.

The hotel dining rooms and the coffee shop were conveniently available to all. Since the Driskill is in the heart of downtown Austin, the participants had easy access to other eating places, to shopping areas, and, within a few blocks, some of Austin's historic memorabilia and buildings.

Exciting were the events connected with the Headliner's Club Award party weekend. Such notables as Les and Liz Carpenter, Linda Bennett, the "Dodge-Fever" TV girl, and the three Apollo Eight crewmen arrived for the festivities. Three streets were renamed for the astronauts or "moonauts."

C. Relationship with Local Committee and State Department.

Texas hospitality was at its best. The local State Department met incoming planes and greeted each participant with a welcome, a yellow rose, and transportation to the hotel.

Three dinners and a banquet were arranged by the local group headed by Dorothy Davidson, Assistant Director. Jerry Hickman handled the taping and saw that media desired by the staff were available. Other local persons assisted in the manning of the NCTE book display and the registration.

The University of Texas English staff cooperated nicely, participating at the banquet and showing hospitality to the speakers. Dr. David DeCamp, Professor of English, gave an earthy banquet talk on "English as Young People Use It." A Monday evening dinner on the university campus was attended by several of the English professors of the University of Texas. Their interest in their visiting colleagues as well as in the program and its uniqueness enhanced the feeling of hospitality.

D. Orientation of Staff and Participants.

Prior to the Institute each state superintendent was the recipient of a letter explaining the role played by his staff member in the previous institutes and suggesting the importance of this session on language and linguistics. Again the superintendents were encouraged to attend any session.

Each day the writer conducted a brief orientation session. The participants, of course, received advance information as well as the usual packet of books, questions for study, and recent articles on linguistics. In addition, each was sent a questionnaire to provide information for Dr. Harold Allen, the instructor, and staff relative to study in linguistics. Handouts of articles and other excerpts were distributed at registration.

E. Media.

The slide projector, overhead projector, and the tape recorder were much in evidence in Austin. The film, "The Improbable Form of Master Sturm," was shown. Dr. Louis Forsdale showed "The Junkies," a film made by students. The film entitled, "Language and Language Integration," one from the series, Language, The Social Arbiters, produced by Stuart Finley, Inc., of Falls Church, Virginia, was shown. Dr. Roger Shuy, of the Center for Applied Linguistics discussed it with the participants in a forty-five minute session.

F. Participant Communication with Staff and Director.

A feature of interest to the staff and particularly to Dr. Allen, the instructor, was the questionnaire data sent to him some time before the Institute.

Of the 22 participants filling out this advance questionnaire only 7 had taken no college or university courses in linguistics; 12 had had no courses in dialect; 7 had none in the history of language. But of the 15 having had a course in the history of language, the range of time when the courses were taken was 1937-1968; in fact, 7 had the course in 1939, 1948, 1949, 1951, and 1960. Thirteen had taken a course in structural grammar, and 10, in transformational grammar. Thirteen had assisted in workshops in linguistics in their own states, 8 had not, and 3 made no answer. One participant had credit for 24 hours in linguistics, another 15. The range was 0-24 hours.

The participants, older and more mature than some institute participants, were eager to visit and consult with the staff. The instructor and lecturers were most generous of their time, dining with groups and talking with them late into the night.

The directors were available at all times to assist with problems and consultation planning. In fact, the practicum sessions were devoted to discussing and working out questionnaire data relative to plans for the 1969-1970 institutes and the Fellowship program. Smaller groups discussed among themselves; later the entire group met for reporting group thinking.

Rapport between staff and participants has always been evident in these institutes.

G. Participants' Evaluation of Changes in Attitude.

In answer to the question, What changes have taken place in your thinking about linguistics and linguistic school programs as a result of this Institute, were these representative answers:

"Definitely reinforced my conviction that grammar should be taught as an elective for high school students. Transformational grammar is more complex than traditional. I can't see its value in the development of the average human being. More time should be spent on writing and understanding all concepts of language and less time in depth study of grammar. (I'm with Dwight Burton)."

"It has been some years (four or five) since I have studied linguistics. This Institute has been a nice review in very recent developments. The Institute has not changed my thinking. I was convinced five years ago. I need help to change teachers in my district--not just change their intellectual convictions, but change their behavior in the classroom."

"I am pleased that the authorities have reinforced my thinking... It is good to realize that what I have been "preaching" is not wrong."

"I have already formed very solid opinions and impressions concerning linguistics. These have been even more solidified."

"I'm still of the opinion that language study for children must have breadth and must, above all, be interesting and relevant to the needs of the children."

"What we study in school is not linguistics, it is language based on linguistic findings (Harold Allen)."

"A complete change. I couldn't begin to evaluate how much of a metamorphosis has taken place."

"Less inclined to think of linguistics primarily, in terms of a system of grammar."

"As a Texas consultant my position on the importance of linguistics has been strengthened rather than changed. I have become more aware of the importance of a knowledge of the linguistic approach to language on the part of the teacher, rather than linguistics as purely subject matter to be taught in the classroom."

"Perhaps I have finally realized that we as teachers and supervisors have come to expect too much from the linguists with regard to practical, applicable help in the classroom. I have strengthened a suspicion that linguists themselves disagree so greatly on issues that their advice must be questioned."

"A sense of greater security regarding my insecurity. I think perhaps we have been trying to push too hard and too fast when directions are not yet clearly indicated."

"I realize the dilemma of school programs. There is so much new, too many who are holding to old beliefs and old ways."

"Not so much of a change as an enlightenment of the potential of a linguistics program."

H. Participants' Evaluation of Impact of the Institute.

In response to the question of the impact of their attendance at the Institute, these are representative answers:

"I am delighted to have met the consultants and supervisors from other states. Comparisons and evaluations are most valuable...Listening to the speakers and leaders of programs has helped me to coordinate my thinking on matters of linguistics."

"It was primarily a review of materials which I have had in several courses....The Shuy presentation...interesting and meaningful particularly the interdisciplinary features."

"To develop ways of teaching language concepts in a more interesting manner with more pupil involvement. Much of the material has been very scholarly, but I don't think it has really excited the participants. Much of audience reaction has been similar to traditional grammar lessons in the classroom, quiet, dull, sleepy."

"This Institute will equip the state coordinator to bring the problem (of linguistics) to the school district, but will not bring about the necessary change in the classroom."

"The general tone and theme of the Institute were excellent to excite more thought on 'language instead of grammar.' I shall feel more secure in the work by having been associated with the instructor, speakers, directors, and participants."

"I am greatly enriched by having the opportunity to attend this conference. My professional growth was expanded through: (1) diversified views of linguists, (2) history of the English language, (3) significance of word origin, (4) the need for acceptance of language or a dialect."

"Extension of influence. More knowledge of English authorities."

"This Institute reinforced many things I had heard before. These ideas, therefore, will aid me as I work in workshops, in-service classes, and curriculum development. In addition, the materials (books, films, etc.) suggested will offer me opportunity to call them to the North Carolina teachers. Finally, meeting distinguished persons in our field will enable me to back up my own opinions with those of experts."

"More confidence in linguistics. Meeting with other state counterparts and discussing attitudes, trends, mode of operation. A very helpful meeting."

"I feel more confident now. I hope to involve all my English teachers in a one-week training workshop on language and language learning and to interest them in extensive study of linguistics and its implications for teaching English."

"Better perspective of the study of language in the public schools. I certainly have a greater interest in dialect studies."

"The direction I have received individually. I plan to share my educational experiences with the curriculum-writing teams from my six-county working area. I now want to be a retreaded English teacher."

"The real value of this institute was that it challenged me to learn more on my own about linguistics."

"Because of my broadened perspective, I should be able to give greater vision to those whom I supervise."

"If there are openings for English supervisors other than the state department at any future sessions, please consider me."

I. Staff Evaluation.

Dr. Harold Allen, the course instructor, rated highest with the participants, particularly his lessons on dialect. Also rated highly was Dr. Roger Shuy. They liked his practical approach, especially with regard to linguistics and reading. Dr. Stanley Kegler's realism and informative discussion of the relationship between the high school and college pleased several. Dr. Frank Zidonis, Dr. Louis Forsdale, and Dr. Stanley Sapon were mentioned frequently. Dr. Forsdale's comments on a student-made film, "The Junkies" made a deep impression. Dr. Sapon stirred the group to think in his behavorial psychology approach. Dr. Zidonis gave a learned talk, but very informative. Such comments as, "The staff and participants have been great" and "Nowhere else is there such an opportunity to meet and hear such a roster of nationally recognized scholars as those men who lectured to us in Austin" and "Bouquets to you for your choice of lecturers!" indicate a bit of what the group felt as they wrote their evaluations.

J. Planning for the EPDA Institute for 1969-1970.

The Austin Institute marked the first session at which the plans for the Institute next fall were revealed. The writer explained in some detail the tentative plans. Then the participants were broken into three groups, each with a chairman and a recorder, and sent off to assigned rooms. Their discussions were lively. They examined the questionnaires prepared for them and these became topics for their discussions. After several of these small group sessions, each was asked to fill out the questionnaire relative to his own state's needs. The states represented by the responses are: Alabama, Florida, Kentucky, Maine, Maryland, Mississippi, Missouri, Nevada, New York, North Carolina, South Carolina, Texas, Utah, and West Virginia. Some of the responses follow:

1) The Negro (ghetto and rural Gullah, etc.) ranked highest as a problem.

2) Mexican migrants and residents.

3) Cubans and Puerto Ricans.

4) Indians.

5) French communities.

6) Rural whites (Applachian areas, illiterate adults).

7) Non-English speakers (Embassy children).

Then came such problems as (1) teachers who don't understand dialects, (2) critical attitude of teachers, (3) lack of general knowledge at administrative levels, and (4) how to teach English as a second language.

In response to the question: "What are the critical areas in your state?" virtually the same answers as those above were given. The Negro problem was listed as most critical, then the Mexicans, the Indians, the migrants, and so on.

The participants certainly varied their response to the question relative to the percentage of students within the state whose first language was not English. Very small (less than 1%) to 50% was given for a different district in Texas. Several did not know.

In answering the questions relative to the English major hours, the range was 24 to 45 hours. Several did not know. In only one state is a course in linguistics required of elementary teachers, Nevada.

Interest in dialects and in teaching the disadvantaged was heavily stressed.

III. Conclusion.

The full conclusions for the Austin Institute appear in the third major division of this final report along with those from the other one-week Institutes.

IV. Appendix.

The Appendix for this particular Institute summarizing pertinent information follows. It includes a copy of the daily program and time schedule, course outline and topics for basic instruction sequence, a selected bibliography on American social dialects as prepared by the course instructor, memoranda to participants and others, and a directory of participants for this Institute.

DAILY PROGRAM

Driskill Hotel   Austin, Texas

February 3-7, 1969

LANGUAGE AND SCHOOL PROGRAMS

NDEA INSTITUTE FOR STATE SUPERVISORS
OF ENGLISH AND READING

(Conducted under a grant from
the U. S. Office of Education)

Co-sponsored by:

The National Council of Teachers of English
The University of Illinois

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Professor of English
The University of Texas
Austin, Texas

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Professor of English and Linguistics
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Texas Education Agency
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University of Nebraska
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INSTRUCTOR:

Professor Harold B. Allen
Professor of English and Linguistics
Department of English
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University of Minnesota
Minneapolis, Minnesota

SECRETARY:

Phyllis J. Godwin
NCTE Staff
508 South Sixth Street
Champaign, Illinois 61820

INSTITUTE PROGRAM, PART III: LOCAL COMMITTEE

TAPE RECORDING:

Mr. Jerry Hickman
Texas Education Agency

NCTE BOOK DISPLAY:

Mr. William Jay
Division of Accreditation
Texas Education Agency

Mr. Mike Rheudaisil
Migrant Division
Texas Education Agency

REGISTRATION:

Mrs. Pat Stubbs
Secretary, Director of the Division
Texas Education Agency

Mrs. Sharon Beran
Secretary, English Section
Texas Education Agency

INSTITUTE PROGRAM, PART IV: DAILY SCHEDULE

SUNDAY, FEBRUARY 2, 1969

8:00-9:00 p.m.	REGISTRATION:	Phyllis J. Godwin Pat Stubbs Sharon Beran
	RECEPTION:	Eldonna L. Evertts Mary L. Mielenz Dorothy C. Davidson
	LOCATION:	Mezzanine near Jim Hogg Suite

MONDAY, FEBRUARY 3, 1969

7:45-8:15 a.m.	REGISTRATION:	Staff
8:15-8:45 a.m.	OPENING SESSION: Maximilian Room	Dorothy C. Davidson Mary L. Mielenz Eldonna L. Evertts
8:45-9:30 a.m.	SPECIAL REPORTS:	Preparation of State Newsletter Jewel Bindrup New Dimensions, English Language Arts in Kentucky: Martha Ellison
9:30-10:00 a.m.	INSTRUCTION:	Harold B. Allen
10:00-10:30 a.m.	COFFEE BREAK	
10:30-11:30 a.m.	INSTRUCTION:	Harold B. Allen
11:30- 1:00 p.m.	LUNCH	
1:00- 2:00 p.m.	SPEAKER:	Stanley B. Kegler
	TITLE:	A Language Focus for the English Curriculum
	CHAIRMAN:	Dorothy C. Davidson

2:00-3:00 p.m.	PRACTICUM SESSION:	Mary L. Mielenz
	REVIEW AND DISCUSSION:	*Language and Language Learning* Edward Howard Ruth Lahr
		Some Aspects of Oracy Albert Somers
	DISCUSSION GROUPS:	Preparation of Questions for Speakers
	LEADERS:	Betty Murray Frank Thompson John Madison
	RECORDERS:	Edith Smith Johnnie Haywood Kittie Mae Taylor
3:00-3:30 p.m.	COFFEE BREAK	
3:30-4:30 p.m.	SPEAKER: TITLE: CHAIRMAN:	Stanley M. Sapon Language--A Challenge Eldonna L. Evertts
4:30-5:00 p.m.	CONSULTATION:	Stanley M. Sapon, Travis Room Stanley B. Kegler, Civic Room Harold B. Allen, Colonial Room
5:00-8:00 p.m.	DINNER:	The University of Texas Alumni Center, Buffet style, no host
	OPEN FORUM: SUBJECT:	Eldonna L. Evertts, Chairman New State Programs and Projects
	TAPE RECORDING:	Jerry Hickman, Discussion Leader
		Richard Lewis, tape Herbert Kohl, tape
	DISCUSSANTS:	George Bassett Lenwood Holliman Estelle Horton

TUESDAY, FEBRUARY 4, 1969

8:00-8:30 a.m.	ANNOUNCEMENTS:	Eldonna L. Evertts
	TOPICS:	Daily Schedule EPDA/NCTE Institute
8:35-10:00 a.m.	INSTRUCTION:	Harold B. Allen
10:00-10:30 a.m.	COFFEE BREAK	
10:30-11:30 a.m.	INSTRUCTION:	Harold B. Allen
11:30- 1:00 p.m.	LUNCH	
1:00- 2:00 p.m.	SPEAKER:	Stanley M. Sapon
	TITLE:	General Discussion on Language
	CHAIRMAN:	Mary L. Mielenz
2:00- 3:00 p.m.	SPEAKER:	Stanley B. Kegler
	TITLE:	Developing Instructional Materials
	CHAIRMAN:	Eldonna L. Evertts
3:00- 3:30 p.m.	COFFEE BREAK	
3:30- 4:30 p.m.	SPEAKER:	Frank Zidonis
	TITLE:	The Grammar Component in the Language Program
	CHAIRMAN:	Dorothy C. Davidson
4:30- 5:00 p.m.	PRACTICUM SESSION:	Mary L. Mielenz
	DISCUSSION GROUPS:	
	TOPIC:	Questionnaire on State Language Programs
	LEADERS:	Genevieve Buresh, Travis Room Dorsey Hammond, Civic Room Clarence Lipscomb, Colonial Room
	RECORDERS:	Celestia Davis Werna Harrison Andrena Briney
5:00- 8.00 p.m.	DINNER	Special Arrangements: Dorothy Davidson and Mary Galvan
8:00- 9:00 p.m.	SPEAKER:	Clarence Sloat
	TITLE:	Grammar as a Part of the Humanities
	CHAIRMAN:	Harold B. Allen
9:00 p.m.	FILM:	The Improbable Form of Master Sturm
	CHAIRMAN:	M. Lawrence Tucker
	DISCUSSANTS:	William Dallam Victor Kotulak James Turnipseed

WEDNESDAY, FEBRUARY 5, 1969

8:00-8:05 a.m.	ANNOUNCEMENTS:	Eldonna L. Evertts
8:05-9:00 a.m.	INSTRUCTION:	Harold B. Allen
9:00-10:00 a.m.	FILM:	Language and Integration
10:00-19:30 a.m.	COFFEE BREAK	
10:30-11:30 a.m.	INSTRUCTION:	Harold B. Allen
11:30- 1:00 p.m.	LUNCH	
1:00- 2:00 p.m.	SPEAKER:	Frank J. Zidonis
	TITLE:	Transformational Grammar: Old and New
	CHAIRMAN:	Harold B. Allen
2:00- 3:00 p.m.	SPEAKER:	Clarence Sloat
	TITLE:	New Directions in the Study of Linguistic Structures
	CHAIRMAN:	Dorothy C. Davidson
3:00- 3:30 p.m.	COFFEE BREAK	
3:30- 4:30 p.m.	DEMONSTRATION TEACHING	
	CHAIRMAN:	Mary Galvan
4:30- 5:30 p.m.	PRACTICUM SESSION:	Mary L. Mielenz
	TOPIC:	Discussion of Publications: Participants
		Dimension of Dialect
		Film Studies and the English Teacher
		Discussion of Curricula Adjustments for Individual Differences: Participants
	LEADERS:	John Morris, Travis Room
		Clarence Lipscomb, Civic Room
		H. Mack Stewart, Colonial Room
	OR	
	CONSULTATION: (by appointment)	Clarence Sloat, Room to be announced
		Frank Zidonis "
		Harold Allen "
		Louis Forsdale "
		Dorothy Davidson "
		Eldonna Evertts "

WEDNESDAY, FEBRUARY 5, 1969 cont'd

5:30-8:00 p.m.	DINNER	Special Arrangement: Mary Galvan and Dorothy Davidson
8:30-10:00 p.m.	SPEAKER:	Louis Forsdale
	TITLE:	Newer Medial and School Programs
	CHAIRMAN:	Eldonna L. Evertts

THURSDAY, FEBRUARY 6, 1969

8:00-8:05 a.m.	ANNOUNCEMENTS:	Eldonna L. Evertts
8:05-10:00 a.m.	INSTRUCTION:	Harold B. Allen
10:00-10:30 a.m.	COFFEE BREAK	
10:30-11:30 a.m.	INSTRUCTION:	Harold B. Allen
11:30- 1:00 p.m.	LUNCH	
1:00- 2:00 p.m.	SPEAKER:	Louis Forsdale
	TITLE:	General Discussion of Language
	CHAIRMAN:	Dorothy Davidson
2:00- 3:00 p.m.	SPEAKER:	Roger W. Shuy
	TITLE:	Research in Language Variations
	CHAIRMAN:	Mary L. Mielenz
3:00-3:30 p.m.	COFFEE BREAK	
3:30-4:30 p.m.	PRACTICUM SESSION:	Mary L. Mielenz
	GROUP REPORTS:	Persons named by groups to give reports
	NEW DISCUSSION TOPIC:	Projected Language Status Studies for States
	OR	
	CONSULTATION: (by appointment)	Louis Forsdale, Travis Room Roger Shuy, Civic Room Harold B. Allen, Civic Room Dorothy Davidson, Travis Room
5:30-6:30 p.m.	COCKTAIL HOUR:	Crystal Ballroom, Driskill Hotel
	DINNER:	Crystal Ballroom, Driskill Hotel
	CHAIRMAN:	Mary Galvan
	WELCOME:	Roger Abrahams
	SPEAKER:	David DeCamp

FRIDAY, FEBRUARY 7, 1969

8:00-8:05 a.m.	ANNOUNCEMENTS:	Eldonna L. Evertts
8:05-10:00 a.m.	INSTRUCTION:	Harold B. Allen
10:00-10:30 a.m.	COFFEE BREAK	
10:30-11:30 a.m.	INSTRUCTION:	Harold B. Allen
11:30- 1:00 p.m.	LUNCH	
1:00-2:00 p.m.	SPEAKER:	Roger W. Shuy
	TITLE:	Language Variation in the Classroom
	CHAIRMAN:	Mary L. Mielenz
2:00-3:00 p.m	CLOSING PANEL:	Harold B. Allen Mary L. Mielenz Dorothy C. Davidson Martha Ellison William Dallam
	SUBJECT:	Summary of Trends in Language and Language Programs
	CHAIRMAN:	Mary L. Mielenz

COURSE OUTLINE

NDEA INSTITUTE IN ENGLISH AND READING

Austin, Texas
February 3 - 7, 1969

Topics for Basic Instructional Sequence

Course Lecturer: Harold B. Allen, Professor of English, University of Minnesota

References: Allen, Harold B. Readings in Applied English Linguistics, Second Edition. New York: Appleton-Century-Crofts, 1964.

Thomas, Owen. Transformational Grammar for Teachers of English, New York: Holt, Rinehart and Winston, Inc., 1965.

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Nonstandard Dialect. Champaign: NCTE.

February 3 Monday	Opening lecture: Implications of Karen Hess' thesis, Nature of language; the study of language and Grammar A. (RAEL 2,3,4,6)*
February 4 Tuesday	Grammar B -- 19th century historical and comparative study. Grammar C -- structural grammar -- phonology (RAEL 8) structural grammar -- morphology and syntax (RAEL 9)
February 5 Wednesday	Transformational Grammar (D) (RAEL 14, 48, 15, 18) (Thomas: Transformational Grammar for Teachers of English)
February 6 Thursday	Dimensions of Usage (RAEL 28, 29, 20, 31)
	Regional Varieties (RAEL 20, 22, 23, 24, 25)
February 7 Friday	Social Varieties (RAEL 26, 34) (David ed., On the Dialects of Children) (Nonstandard Dialect)
	Lexicography and Semantics (RAEL 53, 54, 55, 56)
	Linguistics and Literature (RAEL 57, 59, 60, 61, 62)

*Numbers refer to the serial numbers of articles in Allen's Readings.

SELECTED BIBLIOGRAPHY ON AMERICAN SOCIAL DIALECTS

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January 1969

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________"Toward a new perspective in Negro English dialectology," *American Speech* 40.171-77 (1966).

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AUSTIN STUDY PACKET

Film Study and The English Teacher, by David A. Sohn

English News Letter, December, 1968, NCTE, Champaign

"Children and the Language of the Schools: Styles and Forms," Herbert Kohl. (Paper presented at Denver Conference of USOE).

"Abstract of NCTE Talk," Psycholinguistics and Generative Grammar (Condon Lectures) by Sal Saporta

Dimensions of Dialect, by Eldonna L. Evertts, Editor, NCTE, Champaign, Illinois

Some Aspects of Oracy, Andrew Wilkinson, Editor. NATE Bulletin, Education Department, University of Birmingham.

Language and Language Learning, The Dartmouth Seminar Study Group on Linguistics and the teaching of reading. Albert H. Marckwardt, Editor, NCTE.

Nonstandard Dialect, New York Board of Education, NCTE

On the Dialects of Children, NCTE, A. L. Davis, Editor, Illinois Institute of Technology.

"Language and School Programs," questions based on Growth Through English, John Dixon.

"Evaluating Curriculum Guides," Dorothy C. Davidson, Director, Division of Program Development, Texas Education Agency, Austin, Texas.

Brochures: NCTE Study Tours in British Isles, 1969
High School English Instruction Today
A Study Tour of Elementary Language Arts, 1969
National Conference on the Language Arts, NCTE
Elementary English, NCTE, Edited by Rodney P. Smith

Dr. Harold Allen's Basic Instructional Sequence

Other instructional materials.

SAMPLE MEMORANDA TO PARTICIPANTS

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

January 3, 1969

MEMORANDUM TO: Participants of the Austin and Seattle Institutes

FROM: Eldonna L. Evertts, Director

RE: Inviting Guests to Austin and Seattle

Requests have come to us from several states asking whether a possibility exists for their sending a few extra participants to the NDEA/NCTE Institute for State Supervisors of English and Reading. Naturally, our chief concern is to serve the State Supervisors of English and/or Reading. Our next service is to other persons employed by state departments of instruction who are concerned with English and reading but they have many other responsibilities as well.

However, since you will be representing your state in Austin (February 3-7) or Seattle (March 3-7) perhaps you or someone in your department has knowledge of curriculum personnel, city or county English/reading consultants, or city or county English/reading supervisors who could serve your state well by attending. Please send the full name, position, and address of this person to Champaign. Invitations will then be mailed from the Institute office. Of course, you may wish to talk with the individual first to learn of their interest in attending Austin or Seattle.

Each person attending will receive a stipend of $75.00 per week plus $15.00 for each dependent. Again, applications should be made as soon as possible since only a limited number of persons can be accepted.

Neither the present financial situation nor the administrator's calendar favors a series of special meetings for administrators in cooperation with the Austin Institute. However, all superintendents, commissioners, curriculum specialists, etc., are welcome to attend any or all sessions in Austin, Seattle, or Sturbridge.

Please send to our office the names and addresses of persons described in this letter who should receive application forms. We hope that you will be with us, too, at the remaining institutes.

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NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

January 6, 1969

MEMORANDUM TO: Speakers, Participants, and Others Attending the Austin Institute

FROM: Eldonna L. Evertts, Director

RE: Hotel accommodations in Austin, Texas

The Institute will meet at the Driskill Hotel, 122 East Seventh Street (telephone 476-3501) in Austin. The Institute is scheduled to meet there February 3-7, 1969. The opening session will begin on Sunday night, February 2, with an informal reception. The Institute will close promptly at 3:00 p.m. on Friday afternoon February 7. Checkout time at the hotel is 3:00 p.m., but individuals will be able to make arrangements for later departures.

The hotel manager has agreed to furnish complimentary transportation to and from the airport for all those who are staying at the Driskill Hotel. In making your hotel reservation, please indicate your estimated arrival time so that the hotel management can facilitate and coordinate the transportation of participants. The prevailing rates for single rooms will be $10 and the rates for twin rooms will be $16. The hotel has agreed to confirm reservations and room rates directly to the participants.

Please return the enclosed card to the Driskill Hotel indicating your expected arrival time and the nights you will spend in Austin.

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Enclosure: Hotel Card

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

MEMORANDUM TO: Participants of the NDEA/NCTE Institute for State Supervisors

FROM: Eldonna L. Evertts, Director

RE: Study Packets for Austin Institute

This study packet contains articles and publications which you will want to read before coming to the Institute in Austin. One item which will be discussed at some length is Language and Language Learning by Albert Marckwardt. The study questions for the Dixon book should suggest other items you will want to discuss or ask our consultants or speakers. Other publications to report and discuss will be Some Aspects of Oracy and Dimensions of Dialect.

The Institute will begin with a reception on Sunday evening, February 2, in the Driskill Hotel in downtown Austin, at 8:00 p.m. At this time you will receive your registration packet containing the program for the week, local information, and other materials. The Institute will close on Friday, February 7, at 3:00 p.m.

If your plans have changed and you will not be attending the Austin Institute, please return this study packet. However, if you wish to keep it, please let us know and we will send you our cost of the enclosed materials.

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EVALUATION

The Seattle Institute

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EVALUATION

The Seattle Institute

I. Introduction.

Cicero wrote "I criticize by creation, not by finding fault." This idea permeated the discussions, the instruction, and the lectures on Composition, Rhetoric, and School Programs at the Seattle Institute. Certainly there was agreement that writing is a personal matter so much of the time, that, in keeping with the Dartmouth Conference thinking, it must be handled with creative talent on the part of the teacher. Dr. Alvina Burrows put it wisely by categorizing writing as of two kinds: personal and practical. The personal type is to be filed in class or individual folders, and the standards are built not by correcting; the practical, to be used for an audience or other readers, must be in good form, hence teacher checking and proof-reading become necessary. The wise teacher must use her best talents to determine how and when to check.

A feature of this Institute was the attempt to include State Superintendents of Instruction. Letters of invitation were sent out, perhaps too late for schedule changes, hence the recipients were unable to attend. A program designed for them was incorporated into the Institute schedule.

II. Evaluation of the Seattle Institute.

A. The Participants and Their Selection.

Again state supervisors of English and reading were invited. The response was primarily from the western states: Alaska, Hawaii, California, Idaho, Montana, Nevada, Oregon, and Washington noticeably in attendance. Mississippi was well represented with three participants. The eastern representative was from Maryland.

This Institute, too, was open to qualified city or state consultants and supervisors recommended by the several state departments.

B. Physical Facilities.

This Institute was housed in the Hilton Inn at Sea-Tac Airport. All participants, staff, and visiting lecturers and instructors were housed together. Rooms were very comfortable; the Inn staff were most cooperative. The participants ate in the coffee shop and coffeed there, if they so desired. Within walking distance were other eating places. The airport has three eating places, easily available because of the proximity to the Inn and the fact that a Hilton limousine is available at all times for transportation to and from the airport. Room rentals were a bit more expensive, $16.00 for singles, $21.00 for doubles.

The distance into Seattle was such that the participants stayed more closely at the Inn. Attendance was excellent.

C. Relationship with Staff and NCTE.

Somewhat different for this Institute was the fact that the local director was not on "home base" and that university facilities were not nearby. But these differences were offset by the generosity of the staff, the visiting lecturers, and the instructor who attended all sessions. They lunched with the participants at their request, and were available at any time for consultation.

NCTE again sent out a fine collection of materials, books, and monographs. This display was used frequently by the group.

D. Orientation of Staff and Participants.

The staff and participants were fully informed of their duties well in advance of the Institute. Housing, finances, airport limousine services were explained. Staff members sent textbook and bibliography information. The NDEA and NCTE offices prepared much of the instruction material, involving much typing, mimeographing and xeroxing.

The early information to the participants included the usual packet of monographs, reprints of late articles, as well as study guides. They, too, received advance notices of housing, prices, etc.

At Sunday evening registration coffee was served and the participants, the staff, and faculty visitors then present, met and enjoyed renewing acquaintances and meeting new participants.

Packets containing information about the state, Seattle, etc., were contributed by the Washington hosts.

Name cards were distributed, to be worn daily by staff and participants.

Each morning the writer conducted a brief orientation session: Schedule changes, if any, problems and plans were explained. Handouts for the day's lectures and instruction were distributed.

E. Participant Communication with Staff and Director.

The participants were invited at all times to consult with the staff and visiting lecturers. Special small rooms were set aside for consultations.

The staff mingled freely with the participants at coffee break time and during meals. Some were invited to the bar during the evenings.

Since all were housed together, it was a simple matter to carry on talk sessions during evening hours before and after Institute sessions.

The local director arranged a dinner at the Space Needle for staff and participants. A chartered bus conveyed the entire group to the Science Center for an hour's briefing and then the dinner. The staff were seated at various tables with the participants.

On Thursday evening, the staff and participants attended a banquet in the Olympic Room at the Hilton. Cocktail hour, 5:30-6:30 was a mingling of staff and participants. The speaker, Miss Fredericka White (Mrs. DeCosta) gave a stirring lecture of her views of the current struggle of the blacks for more power and recognition. Later that evening, several participants were engaged in thought provoking talk sessions.

F. Staff Problems.

Fortunately all staff members appeared on schedule and conducted their sessions accordingly. The only problem was that one lecturer had to leave earlier than anticipated but the program was not affected.

The big difficulty, of course, was handling the speaker brought in for the state superintendents, Dr. Bernard Weiss. When it was apparent no superintendents were coming, the writer tried to reach Dr. Weiss by telephone, but he had left for Seattle. This meant some juggling of the Friday program. He appeared before the entire group and gave an excellent lecture on the problems of inner-city schools.

G. Media.

Dr. Martha Cox's selected films were shown. Among these were the award winning film *The Bass Fiddle*, *Seven Characters in Search of an Author* (written for composition students), and *Rhinoceros* (a contemporary film). The participants received a study guide for *Bartleby*, but the film was unavailable at that time.

The California Framework film was shown with comments by the California participant, Ruth Overfield, State Department Consultant in Reading.

H. Participant Evaluation.

In expressing preferences for speakers especially liked by the participants, these choices were indicated: Dr. Alvina Burrows, Dr. Wallace Douglas, Dr. Michael Shugrue, Dr. Sam Sebesta, Dr. Mary Tingle, and Dr. Robert Gorrell. Three persons gave comments on Miss Fredericka White's banquet talk.

Dr. Gorrell stressed the idea in his instruction that the process of composition is the process of thinking. Of interest to the participants was his advance admonition for each to bring a piece of writing. From the writings submitted, he chose three at random for analysis. Of these three, the group felt that Shizuko Ouchi's best expressed what they felt about composition and its difficulties.

Dr. Shugrue's idea that state department personnel could help break down the barriers between local schools and colleges really appealed to the participants. He advocated dialogues on the local and state level. And he urged that college professors be invited to visit local schools to learn first hand what went on and what was needed.

Dr. Douglas stressed that writing for the child has value only when it is regarded as a child's writing and not judged by standards of adult writing.

Dr. Burrows talked of the discovery method in writing as essential. She made the point that stories happen in the minds of children; they are not planned in advance. That is why the tape-recorder must be used. Her brief outline is given in this report.

Dr. Sebesta demonstrated for the group how to teach children's literature and relate it to writing. The participants eagerly cooperated and did whatever the children were supposed to do.

Dr. Cox brought along an excellent assortment of films. The Oscar winner The Bass Fiddle was excellent art, but several of the group were not too impressed. One film, Seven Characters in Search of an Author was developed for composition students. Others were varied--many were art films. She explained the need for more film festivals to be organized by the states.

Ruth Overfield, California's Consultant on Reading, showed the initial film California's English Framework in Action, intended to introduce their recent publication. It was so well received that Ruth Overfield volunteered sending information regarding its availability.

In answer to the question: "What impact will attendance at this institute have upon your professional growth or the local educational scene?" these representative statements were written:

> "It solidifies and clarifies my emerging attitudes and gives some good ideas on implementation, whether teaching or talking to teachers."
>
> "I use everything I get to the best advantage."
>
> "It gives me status and support for the recommendations I have been using with administrators and teachers."
>
> "It has already had strong impact in augmenting my professional graduate study. We need time and money to implement the understandings gained here."
>
> "A strong impact on my professional growth."
>
> "I have gained several ideas to apply to the local situation. Got several ideas talking with participants."
>
> "None."

"Reinforcement of ongoing programs."

"Gave me new ideas to pursue."

"I am better prepared to talk with teachers about the real 'essentials' of composition and language teaching. As we go back to such realities as textbook adoption our decisions will be influenced by many of the dangers of over formalized approaches."

"Enables me to re-evaluate my own thinking and add to my background many new and pertinent ideas. I go back to my working situation strengthened in my efforts to improve programs. I plan to reproduce the notes I have taken to share with members in my district. This entire Institute from beginning to end was a stimulation and a challenge. It will take time to digest all the rich fare and the rewarding effects will be felt far into the future."

"I shall expose teachers attending Idaho inservice meetings to the ideas and sources of information that were presented in this institute."

"More administrators need to attend this type of Institute. This has given many ideas for inservice programs on a local level. Evaluation has been an interesting discussion."

"It further confirms my conviction that our State Department needs a true specialist in the language arts." (Oregon)

"It will enable me to respond better when questions await these problems and to lead inservice."

"Re-thinking of many of our practices."

"I am going to write my own proceedings from the conferences and distribute them to teachers."

"Will implant many of the ideas through regional workshops and local staff meetings. The broadening of my viewpoint regarding language arts will have impact."

I. Intriguing Aspects of the Institute.

In answer to the relating of some aspect of the Institute they found intriguing are these representative responses:

"The showing of some contemporary films to stimulate composition intrigued one. It was stated that these films "turn kids on" and this amazed me for I found out how far away I am from the young generation in ideas and relevance."

"Ideas about improvised drama. The changing curriculum."

"I was particularly interested in the ideas and points that were made regarding the total area of composition with the point on stimulus, also the ways of improving the complete language program."

"The ideas of evaluating composition through an atmosphere of acceptance rather than a mathematical reaction or mechanical response to compositions submitted by students."

"Differences of thinking among specialists. Thanks for presenting such a variety."

"The California framework and the film."

"Motivated me as an administrator to realize the seriousness of our dialectic problems. Teachers need information they have failed to receive in college before their self-satisfaction method of teaching will ever change."

"I have learned many new things--but an overall impression concerns the idea that writing of worth comes from having something to say rather than having to say something. The purpose of the language course is to achieve the realization of one's self as a human being."

"The California film as an inservice device."

"The diversity of points of view resulting in part from unexamined assumptions (I guess) on the part of some speakers.

"The new films."

"I have enjoyed the varied points of view, both among speakers and participants (Douglas vs. Slack, etc.)."

"This was my first experience in hearing a black person express the deep resentment and emotional stance...I was shocked that a highly educated, intelligent person could completely hold out any but her own viewpoint."

"I have begun to realize how inadequate our college teacher-programs are for preparing teachers to teach."

"The entire Institute intrigued me. The exchange of ideas and the printed material."

"Shugrue's belief that we in the State Department can influence college programs in some way. Some of the films."

J. Planning for the EPDA Institute for 1969-1970.

Again, the practicum sessions were broken up into three small groups to discuss plans for the Institute for 1969-1970. Perhaps excerpts from the most interesting ones will give an idea of how the discussions proceeded.

Group I:

"When the student's dialect differs from that of his teacher the result is a cut in grade." Then the discussion led on to the importance of language surveys. The following group members discussed what was going on in their states:

California Ethnic Study -- Ruth Overfield
Hawaii Study -- Shizuko Ouchi
Montana Study of the Crow Language -- Palmer Scott

The need for keeping informed was considered as a problem that needed solution. Among the various means of disseminating information were: The Dial-for-Information five minute telephone presentations prepared by the Illinois State Department; kinescopes prepared by the Nebraska and Illinois Councils; file of magazine articles.

Group II:

To determine the kinds of data needed to identify language or dialect difference, decided it was necessary (a) to determine the number of students for whom English is the second language (b) conduct interviews--basic teams or a number of teams taking samples through the state or district (with tape recorders) (c) after the information is collected, teachers must be

> surveyed, especially those with the most critical problems; workshops should be initiated for the teachers (d) teachers must learn how to adapt textbooks or materials.

Group III:

> This group objected to the term culturally "deprived" or "disadvantaged." They preferred "culturally different." Some felt that categories should be dependent on competencies rather than on race. They stressed the difficulty of communicating with teachers who have had no linguistics. Another need was for expert help with regard to cultures and problems, those who could point out differences more accurately--anthropologists and social psychologists. They agreed that they just start state work by building respect for the differences in dialect rather than the notion of correction of dialect.

In answer to the question: What are some of the problems in dialect in your state? these responses were given in this order: (1) Indian (2) migratory Mexicans and local American-Mexicans (3) the Negro (urban Negro) (influx of southern Negroes) (multi dialect) (4) Orientals (learning English as a second language (5) none or insignificant (6) teachers unable to accept dialect (7) bilingualism (8) the variety of dialects in the state (9) inner-city schools (10) textbooks in the middle dialect (11) Eskimos (12) foreign-born adults studying at the graduate level whose children attend public schools (13) rural non-educationed parents (14) a Russian-speaking concentration in one area of Seattle.

Amazingly, the participants were not too well informed about percentages of pupils in their states who had learned a first language other than English. It would seem very small from the limited answers. Ten participants had no idea; 6 indicated less than 1%; five indicated 2%. Then the range ran from 4% to 50%. Alaska indicated 25%; Texas, 50%.

In answer to the query "What knowledge of language and dialect do you feel you need?" came these representative responses:

> "Experience with the realities of the problem rather than basic knowledge."
>
> "Some TESOL background could be useful."

> "History and development of language and writing and English language in particular."
>
> "I would like to know more about linguistics, especially as it relates to reading."
>
> "Possibly more knowledge about the 'new grammar.'"
>
> "I know virtually nothing about dialectology; therefore I need to learn a great deal."
>
> "Criteria for determining dialect problems and for judging the extent of dialectal differences within the area. Specific means of dealing with dialects."
>
> "Need knowledge in determining dialect problems and giving the necessary help and direction needed."
>
> "Teaching English as a second language. Teaching beginning reading to the bi-lingual child."
>
> "More knowledge about linguistics and its relation to reading."
>
> "Whatever relates specifically to my area in foreign and native languages and dialects have contributed to the formulation of the prevailing local dialect."
>
> "Enough to be helpful in planning with consultants for primary programs."
>
> "Specific knowledge of the systems of Negro dialect and Spanish spoken in Texas--not yet available."
>
> "For general knowledge on inservice needs, much, much more knowledge."
>
> "A statement of the dimensions of language teaching. Sort of a 'naming of parts' for language as the C. O. E. did for English--except let's do it a bit more imaginatively this time."
>
> "Significance of dialectic differences, ways of overcoming in the L. A. program."

Elementary teachers are required to take a course in linguistics in only two of the states, Illinois and Nevada, according to the replies of the participants. In three instances it was indicated that the state made no such requirement but the colleges did. Overwhelmingly, the reply was no.

The state supervisors of English do not know the major requirements in English. Two participants mentioned for each of these 45 quarter hours, 30 hours, varies in several colleges. One each mentioned 32-36 hours and 24 hours. Eighteen had no idea.

III. Conclusion.

The full conclusions for the Seattle Institute appear in the third major division of this final report along with those for the other one-week Institutes.

IV. Appendix.

The Appendix for this particular Institute summarizing pertinent information follows. It includes copies of the daily program for state supervisors and state superintendents of instruction, topics for discussion prepared by the course lecturer which include composition assignments and suggested readings, a description of the contents of the study packets, a sample of one composition written by a participant, sample memoranda to participants and the directory of participants.

DAILY PROGRAM

The Hilton Inn Seattle, Washington

March 3-7, 1969

COMPOSITION, RHETORIC, AND SCHOOL PROGRAMS

NDEA Institute for State Supervisors
of English and Reading

(Conducted under a grant from
the U. S. Office of Education)

Co-sponsored by:

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The University of Illinois

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Mr. Don Bell
English Coordinator
Highline School District
Seattle, Washington

Mr. Charles Blondino
English Coordinator
Kent School District
Kent, Washington

REGISTRATION:

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State Office of Public Instruction
P. O. Box 527
Olympia, Washington

INSTITUTE PROGRAM, PART IV: DAILY SCHEDULE

SUNDAY, MARCH 2, 1969

7:30-9:00 p.m.	REGISTRATION:	Irene Blenker Juliette Bloomer John F. Leonard
	RECEPTION:	Eldonna L. Evertts Mary L. Mielenz Thomas L. Barton
	LOCATION:	Cascade Room

(All meetings in Northwest Room unless otherwise stated.)

MONDAY, MARCH 3, 1969

7:45-8:15 a.m.	REGISTRATION:	Staff
	NCTE DISPLAY:	Don Bell Charles Blondino
8:15-10:00 a.m.	OPENING SESSION:	Thomas L. Barton Mary L. Mielenz Eldonna L. Evertts
	INSTRUCTION:	Robert M. Gorrell
10:00-10:30 a.m.	COFFEE BREAK	
10:30-11:30 a.m.	INSTRUCTION:	Robert M. Gorrell
11:30-1:00 p.m.	LUNCH	
1:00-2:00 p.m.	SPEAKER:	Michael F. Shugrue
	TITLE	The College English Department Comes of Age
	CHAIRMAN:	Thomas L. Barton
2:00-3:00 p.m.	SPEAKER:	Mary J. Tingle
	TITLE:	Teacher Education, Curriculum Building and Schools
	CHAIRMAN:	Robert M. Gorrell
3:00-3:30 p.m.	COFFEE BREAK	
3:30-5:00 p.m.	PRACTICUM SESSION:	Mary L. Mielenz Northwest Room
	DISCUSSION GROUP:	Preparation of questions for teachers. Group select own leader and recorder. Place questions in message box at Speakers' table Cascade Room, Olympic Room, Rainier Room, Northwest Room
5:00-9:00 p.m.	DINNER:	Special arrangements by Thomas L. Barton Space Needle, Science Center
	TOPIC:	Culture of the Pacific Northwest

TUESDAY, MARCH 4, 1969

8:00-8:15 a.m.	ANNOUNCEMENTS:	Eldonna L. Evertts
	TOPICS:	Daily Schedule EPDA/NCTE Institute and Fellowship on Language and Language Learning
8:15-9:30 a.m.	INSTRUCTION:	Robert M. Gorrell
9:30-10:00 a.m.	SMALL GROUP DISCUSSION:	Robert M. Gorrell
10:00-10:30 a.m.	COFFEE BREAK	
10:30-11:30 a.m.	INSTRUCTION:	Robert M. Gorrell
11:30-1:00 p.m.	LUNCH	
1:00-2:00 p.m.	SPEAKER:	Martha H. Cox
	TITLE:	Recent Films and Other Media for Teachers of English
	CHAIRMAN:	Robert M. Gorrell
2:00-3:00 p.m.	SPEAKER:	Mary J. Tingle
	TITLE:	Curriculum Development Center in Georgia
	CHAIRMAN:	Thomas L. Barton
3:00-3:30 p.m.	COFFEE BREAK	
3:30-4:40 p.m.	PRACTICUM SESSION:	Mary L. Mielenz
	TOPIC:	How to conduct a state survey on Language and Language Learning Small Group Discussion with Consultants Cascade Room, Michael F. Shugrue Olympic Room, Robert M. Gorrell Rainier Room, Mary J. Tingle Northwest Room, Mary L. Mielenz Leaders and recorders to be selected by groups
5:00-8:00 p.m.	DINNER	
8:00-9:00 p.m.	SPEAKER:	Michael F. Shugrue
	TITLE:	Informal Retrieval and the Changing Curriculum
	CHAIRMAN:	Robert M. Gorrell
9:00 p.m.	INFORMAL DISCUSSION:	All participants and guests
	TOPIC:	English Teacher Preparation Study
	CHAIRMAN:	Thomas L. Barton

WEDNESDAY, MARCH 5, 1969

8:00-8:15 a.m.	ANNOUNCEMENTS:	Eldonna L. Evertts
8:15-9:30 a.m.	INSTRUCTION:	Robert M. Gorrell
9:30-10:00 a.m.	SMALL GROUP DISCUSSION:	Robert M. Gorrell
10:00-10:30 a.m.	COFFEE BREAK	
10:30-11:30 a.m.	INSTRUCTION AND DISCUSSION:	Robert M. Gorrell
11:30-1:00 p.m.	LUNCH	
1:00-2:00 p.m.	SPEAKER:	Robert C. Slack
	TITLE:	Research on Composition in a Literature-centered Curriculum
	CHAIRMAN:	Thomas L. Barton
2:00-3:00 p.m.	SPEAKER:	Wallace W. Douglas
	TITLE:	Remarks on In-Service Training Through a Curriculum Study Center
	CHAIRMAN:	Robert M. Gorrell
3:00-3:30 p.m.	COFFEE BREAK	
3:30-4:30 p.m.	PRACTICUM SESSION:	Mary L. Mielenz Northwest Room
	TOPIC:	Role of the assignment in writing by by Geoffrey Summerfield
	DISCUSSION:	Teaching the Unteachable by Herbert Kohl
4:30-5:00 p.m.	CONSULTATION:	Cascade Room: Robert C. Slack Eldonna L. Evertts
		Olympic Room: Martha H. Cox Thomas L. Barton
		Rainier Room: Wallace W. Douglas Robert M. Gorrell
5:00-8:00 p.m.	DINNER	
8:00-9:30 p.m.	FILM FESTIVAL:	Martha H. Cox
	TITLE:	New Films for Teachers of English
	CHAIRMAN:	Mary L. Mielenz
	PARTICIPANTS:	Robert Baden, Gayle Harpe, Edward Kregor, Wilmur Nance
9:30 p.m.	INFORMAL MEETING:	Mary L. Mielenz Cascade Room

THURSDAY, MARCH 6, 1969

8:00-8:15 a.m.	ANNOUNCEMENTS:	Eldonna L. Evertts
8:15-9:30 a.m.	INSTRUCTION:	Robert M. Gorrell
9:30-10:00 a.m.	SMALL GROUP DISCUSSION:	Robert M. Gorrell
10:00-10:30 a.m.	COFFEE BREAK	
10:30-11:30 a.m.	INSTRUCTION AND DISCUSSION:	Robert M. Gorrell
11:30-1:00 p.m.	LUNCH	
1:00-2:00 p.m.	SPEAKER:	Wallace W. Douglas
	TITLE:	Composition after Dartmouth
	CHAIRMAN:	Thomas L. Barton
2:00-3:00 p.m.	SPEAKER:	Alvina T. Burrows
	TITLE:	Children, Computers, Creativity, and Composition
	CHAIRMAN:	Mary L. Mielenz
3:00-3:30 p.m.	COFFEE BREAK	
3:30-4:00 p.m.	SPEAKER:	Robert C. Slack
	TITLE:	Research on Composition in Urban Colleges
	CHAIRMAN:	Mary L. Mielenz
4:00-5:00 p.m.	PRACTICUM SESSION:	Mary L. Mielenz
	TOPIC:	Planning State Surveys
	FILM:	California Framework
	COMMENTS:	Ruth Overfield
5:00-6:30 p.m.	COCKTAIL HOUR	
6:30-8:00 p.m.	BANQUET:	Olympic-Cascade Rooms
	CHAIRMAN:	Thomas L. Barton
	SPEAKER:	Fredericka White
	TOPIC:	Watts Writing Project

FRIDAY, MARCH 7, 1969

8:00-8:15 a.m.	ANNOUNCEMENTS:	Eldonna L. Evertts
8:15-9:00 a.m.	INSTRUCTION:	Robert M. Gorrell
9:00-10:00 a.m.	SMALL GROUP DISCUSSION:	Robert M. Gorrell
10:00-10:30 a.m.	COFFEE BREAK	
10:30-11:30 a.m.	INSTRUCTION:	Robert M. Gorrell
	CONSULTATION PERIOD: (by appointment)	Alvina T. Burrows Mary L. Mielenz Eldonna L. Evertts Thomas L. Barton
11:30-1:00 p.m.	LUNCH	
1:00-1:45 p.m.	SPEAKER:	Sam Sebesta
Cascade Room	TITLE:	A Bridge and Its Keystone
	CHAIRMAN:	Mary L. Mielenz
1:45-2:30 p.m.	SPEAKER:	Alvina T. Burrows
Cascade Room	TITLE	Variety in the Composition Program
2:30-3:00 p.m.	CLOSING PANEL:	Mary L. Mielenz Thomas L. Barton Robert M. Gorrell
	SUBJECT:	Highlights of Institute
	MODERATOR:	Eldonna L. Evertts
3:00 p.m.	CONSULTATION:	With Staff, by appointment

NDEA/NCTE Institute Schedule

State Superintendents of Instruction

Seattle, Washington

THURSDAY, MARCH 6, 1969

10:30-11:30 a.m.	REGISTRATION:	
11:30-1:00 p.m.	LUNCH: no host	
1:00-2:00 p.m. Northwest Room	SPEAKER: TITLE: CHAIRMAN:	Wallace W. Douglas Composition after Dartmouth Thomas L. Barton
2:00-3:00 p.m. Northwest Room	SPEAKER: TITLE: CHAIRMAN:	Alvina T. Burrows Children, Computers, Creativity and Composition Mary L. Mielenz
3:00-3:30 p.m.	COFFEE BREAK	
3:30-4:40 p.m. Rainier Room	PANEL:	Content of the School Curriculum Questions and Answers
	MEMBERS:	Wallace W. Douglas Alvina T. Burrows Robert M. Gorrell
	FILM: COMMENTS:	California Framework Ruth Overfield
	MODERATOR:	Eldonna L. Evertts
5:30 p.m.	COCKTAIL HOUR:	Northwest Room, no host
6:30 p.m.	BANQUET:	Olympic-Cascade Rooms
	SPEAKER: CHAIRMAN:	Fredericka White Thomas L. Barton

State Superintendents of Instruction

FRIDAY, MARCH 7, 1969

8:15-9:00 a.m. Northwest Room	INSTRUCTION:	Robert Gorrell
	CONSULTATION: (by appointment)	Alvina T. Burrows Mary L. Mielenz Eldonna L. Evertts
9:00-10:00 a.m. Cascade Room	PANEL:	Thomas L. Barton Jewell Bindrup Edward H. Howard Martha R. Ellison James O. Turnipseed
	TOPIC:	The Role of the State Supervisor
	MODERATOR:	Eldonna L. Evertts
10:00-10:30 a.m.	COFFEE BREAK	
10:30-11:30 a.m. Northwest Room	INSTRUCTION:	Robert M. Gorrell
11:30-1:00 p.m.	LUNCH, no host	
1:00-2:00 p.m. Northwest Room	SPEAKER:	Bernard J. Weiss
	TITLE:	Creativity in Urban Education
	CHAIRMAN:	Eldonna L. Evertts
2:00-2:30 p.m. Northwest Room	QUESTION AND ANSWER	State Superintendents and other guests
2:30-3:00 p.m.	CLOSING PANEL:	Mary L. Mielenz Thomas L. Barton Robert M. Gorrell
	SUBJECT:	Highlights of the Institute
	CHAIRMAN:	Eldonna L. Evertts

COURSE OUTLINE

NDEA INSTITUTE IN ENGLISH AND READING
Seattle, Washington
March 3-7, 1969

Composition, Rhetoric, and School Programs

Topics for Discussion

1. Composition and the English Course.

Opening discussions will consider such questions as whether composition can be taught, whether there is a "subject matter" for composition, what composition is or is not, current practices in the teaching of composition.

Other important topics include sequence in the composition curriculum, amounts and types of writing to be assigned, motivation for writing, making assignments for writing.

Assignment.

By the second session each participant should have prepared a short sample of his own composition, a page or so describing or commenting on one problem of teaching or supervising composition which seems important to the writer. These papers may be used for class discussions later and may be prepared before the institute.

Suggested Reading.

John Dixon, Growth Through English, Reading, England, NATE, 1967, especially Chapters 1 and 3.

James R. Squire and Roger K. Applebee, High Schol English Instruction Today, New York, Appleton-Century-Crofts, 1968, Chapter 6, pp. 121-138.

2. Content and the Composition Course.

Composition and Other Components of the English program. Various topics are suggested including relations of composition to language study, importance of language study--phonology, for example--in the elementary grades and in connection with such topics as spelling, grammar and composition, logic and composition, relating literature and composition.

Rhetoric as a discipline and as content for composition programs. Discussions may consider the revival of interest in rhetoric, whether there is "new" rhetoric, the relation between a rhetorical and a grammatical approach to language, what is meant by rhetoric today.

Suggested Reading.

Edward P. J. Corbett, "Rhetoric and Teachers of English," Quarterly Journal of Speech, LI (1965), pp. 375-81.

in Rhetoric: Theories for Application, ed. Robert M. Gorrell, Champaign, NCTE, 1967, Introduction and Eleazer Lecky, "Rhetoric, Semantics, and Composition," pp. 5-15.

Hans Guth, English Today and Tomorrow, Englewood Cliffs, Prentice-Hall, 1964, Chapter 4, "Rhetoric."

3. Some Rhetorical Approaches to Composition.

Discussions will consider rhetoric of the sentence, the paragraph, continuity in prose, organization and such devices as the outline.

Suggested Reading.

Frances Christensen, Notes for a New Rhetoric, New York, Harper and Row, 1967.

Robert M. Gorrell, "Not by Nature: Approaches to Rhetoric," in Rhetoric and School Programs, ed. Eugene H. Smith, Champaign, NCTE, 1966.

4. Further Applications of Rhetoric.

Discussion will consider questions of voice or stance and writing, questions of point of view and tone.

Also to be discussed are rhetorical analysis as a device in teaching composition and analysis of student writing as part or the English program. Papers submitted earlier by participants may be used in the discussion of analysis and criticism of student writing.

Suggested Reading.

Wayne Booth, "The Rhetorical Stance," Toward a New Rhetoric: Papers from the 1963 Conference on College Composition and Communication, Champaign, NCTE, 1963, p. 3.

Walker Gibson, "The Voice of the Writer," CCC (October, 1962).

5. Composition and Usage.

Discussions may relate to earlier topics in considering such questions as the effect of theme correction on student writing and the relation of teaching usage to the main purposes of the English course. Discussions may also consider usage and semantics as aspects of rhetoric, the relation of dialect study to composition, speech and writing.

Suggested Readings.

Harold B. Allen, ed., *Readings in Applied English Linguistics*, 2nd ed., New York, Appleton-Century-Crofts, 1964. (Review 28, 29, 30, 31, previously assigned by Professor Allen).

Additional Suggestions for Reading and Reference:

Booth, Wayne, *The Rhetoric of Fiction*, Chicago, 1961

Corbett, Edward P. J., *Classical Rhetoric for the Modern Student*, New York, 1965

Corbett, Edward P. J., *Rhetorical Analyses of Literary Works*, New York, 1969

Daniel, Robert W., *A Contemporary Rhetoric*, Boston, 1967

Gorrell, Robert M., and Charlton Laird, *Modern English Handbook*, Englewood Cliffs, 1967

Kane, Thomas S., and Leonard J. Peters, *A Practical Rhetoric of Expository Prose*, New York, 1966

Kitzhaber, Albert R., *Themes, Theories, and Therapy*, New York, 1963

Kitzhaber, Albert R., Robert M. Gorrell, and Paul Roberts, *Education for College*, New York, 1961, Capter 5.

Larson, Richard, ed. *Rhetoric*, Indianapolis, 1968

McCrimmon, James. *Writing with a Purpose*, Boston, 1967

Rockas, Leo, *Modes of Rhetoric*, New York, 1964

Steinmann, Martin, ed., *New Rhetorics*, New York 1967

Walpole, Hugh, *Semantics*, New York, 1941

Winterowd, Ross, *Rhetoric*; *A Synthesis*, New York, 1968

SEATTLE STUDY PACKET

"Language Arts - Means of Self-ful-full-ment" guest Editor, Julia Mason Haven. Ten articles appearing in The Instructor, March, 1966.

3M Spring, 1968 School catalog.

"English Programs of USOE" - a Bibliography.

"How to Sabatoge 'Teacher-Proof' Curricula" - mimeo reprint from May, 1968, issue of The Bulletin of the National Association of Secondary School Principals.

"Teaching: A Changing Profession," mimeo reprint from Officers' Reports, 1967-1968, of the Association of Classroom Teachers, pp. 5-8.

Rhetoric: Theories for Application, Robert M. Gorrell, Editor, published NCTE, 1967. Consultant readers - Roy G. Pickett, Gregory M. Cowan. Papers presented at the 1965 Convention of the National Council of Teachers of English.

Rhetoric and School Programs, Eugene H. Smith, Director. Articles reprinted from April, 1966, issue of English Journal. Important contributions to the field of composition.

Toward a New Rhetoric, Papers from the October, 1963, Conference on College Composition and Communication.

Stop, Look and Write, Hart Day Leavitt and David A. Sohn, Bantam Pathfinder Edition, 1964. A creative new method of learning to write with clarity and imagination using more than 100 dramatic pictures.

Teaching the Unteachable, Herbert R. Kohl, a New York Review Book, 1967, introduction by John Holt. The story of an experiment in children's writing.

"Questions on Composition, Rhetoric, Reading and School Programs" - based on Growth Through English by John Dixon. Reading: National Association for the Teaching of English, 1967.

DAVI Publication - Brochure

NCTE, High School Instruction Today - Brochure on English programs.

Other instructional materials.

SAMPLE OF PARTICIPANT COMPOSITION

The course Instructor invited participants to write a selection and bring to the Institute. The following selection interested the others and so is included in the report.

> It's like this, see, my teacher she no understand I really like to learn how to write good, really good, but she no give me da chance.
>
> Like she tell da class, "On page 45, you will find a list of 10 topics. Choose one topic, think it over carefully, and write a two-page composition. Be sure to pay careful attention to organization, coherence, unity, and especially punctuation and spelling. And if your paper does not observe the standard form, I won't even read it. Be sure it's interesting."
>
> So da class, eager-beaver like, we all open da book, an' I read topic one: "A Meeting with a Skunk in the Woods." Now I tell you, dat's one stupid topic--da only skunk I ever know was da one what squealed on me when I stole four hubcaps. And it was in no woods. It was down by da beach.
>
> Da next one: "Camping in the Ozarks." What's dat? Or where's dat? But teacher says I no can write about da time us guys all camped at Makaha waiting for da big surf tournament. She must think you can only camp in da Ozarks, poor stupid thing. An' I could tell her a t'ing or two dat's real interesting that happen in da camp on da beach. Too bad for her.
>
> What's dis? "A Canoe Trip Down the Colorado." Dat's da square state. I got one Japanese friend. Da poor booger was born in Colorado so da grandfather named him Kakuro--square state boy. But da canoe--da only canoes I know stay in Waikiki where da rich fat tourists dat's too scared to go on da surfboard go--just pretending dey're getting big thrills, only dey're really scared. An' dey pretend dey're oar-ing, but da beach boys doing all da work. How I goin' put da Waikiki canoe in Colorado anyway? Cost too much. Anyway, my ma only get enough kaukau for us because her soldier boyfriend bring us food from the PX.
>
> "Our new car." Dat's a laugh. Ha, ha.
>
> "My plans for college." I no plan for nothing, but I know I going land where I hear dere's a college of hard knocks, but it sure no be worse dan dis.

"Salmon Fising in the Pacific Northwest."

At last, maybe I can write about da spear fishing down Maili, da time I run away from home and catch da squid and kill him by biting da eye (no faint, you guys), and da time I catch four lobsters in da coral hole. But was too good to eat, so I sell 'em to some rich looking guys--four for five bucks! Den we get the case of Primo and suck 'em up.

But da teacher tell me I no can choose dis topic, and I no talk about beer, gotta be salmon fishing without da beverage. Give up. Da only salmon I know is da lomi lomi salmon my ma make special when her guy come. And me, I no care who bring 'em, because it sure ono.

So dere's no more topics, only stupid kine. I think da teacher call them imaginative, and me, I call 'em no imagination.

If she only would let me write about da surf in Makah, and my surfboards. See, I get five, one second-hand one I bought with my fish money, da other four, real good looking ones, I happen to find lying around da beach. But any board take me at least half mile out, and I wait, and I paddle little bit, and pretty soon I see dis big one come rolling in. No break, mind you, only roll, and I can see, she's going to give me some big thrill if only I can catch her right. Sometimes I just miss her, and I go under fast, and when I come up, dere's my board ready to konk me on da head, or a dumb surfer heading strayit for me. Auwe! When I catch her just right, the thrill, da smooth thrill--I balance, I pilot her, I push her to make the ride reach the beach. An' I no get tired or hungry or angry. It's only me an' my board.

But da teacher she tell me, "No, Moki."

An' anyway, I no give one damn for da comma or da colum or colon. She no try read my writing too. She tell me I no dot my eyes. How can I. I got good eyesight.

So you see, she really force me to play hookey. Da more worser part, when I start getting homesick for my friends an' go back to school she stil goin' tell me write about, if not canoes and skunks, going be something like training a cub, or going deer stalking or what I did when I no could go out to play because dere was too much snow.

Well, no can win 'em all, but I sure wish dey make teachers more smarter so I can write what I like. You think dis is big order?

Written by Shizuko Ouchi

SAMPLE MEMORANDA TO PARTICIPANTS

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

MEMORANDUM TO: Speakers, consultants, course instructors, participants, and staff of the NDEA Institute for State Supervisors of English and Reading

FROM: Eldonna L. Evertts, Director

REGARDING: A change of date for the Seattle Institute

The Association for Supervision and Curriculum Development announced that its 1969 Annual Conference in Chicago has been rescheduled. The date is now March 16-20. Formerly the date was announced as March 2-6, 1969.

You will note as you make this change on your calendar that the new date now conflicts with the scheduled Institute to be held in Seattle. Since many of the state supervisors, institute staff members, and participants may be attending the ASCD Annual conference, it seems advantageous to reschedule the Seattle Institute. The new date of March 3-7, 1969, for the Institute will be at the time originally named by ASCD. It is hoped that the change will involve only a substitution of events for most people.

Please record the new date of March 3-7, 1969, for the Seattle Institute at this time. Noting the change now may prevent an upset in your plans later. We are fortunate that the change could be made well in advance of the meeting.

This notice is being sent to all participants and others who may or may not be planning on attending the Seattle Institute. However, we thought you would appreciate knowing the change in the ASCD meeting.

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

MEMORANDUM TO: Participants attending Seattle Institute for State Supervisors of English and Reading

FROM: Eldonna L. Evertts, Director

REGARDING: Hotel Arrangements and Study Guide.

The NDEA/NCTE Institute for State Supervisors of English and Reading will be held at The Hilton Inn near the Seattle-Tacoma Airport, March 3-7, 1969. The Institute will begin with an informal reception at 7:30 p.m. in the Cascade Room of the Inn on Sunday evening, March 2. The Institute will conclude at 3:00 p.m. on Friday, March 7. Registered participants in attendance all week will receive a stipend of $75 plus $15 for each dependent.

The special room rates for our group at The Hilton Inn will be $16.00 for single rooms and $21.00 for twin rooms plus room tax of 4.5% and telephone tax of 2%.

A hotel request card is enclosed with this memorandum. Please supply the necessary information and mail directly to the hotel. Since we expect special guests at this institute, I suggest you mail your hotel request card immediately to reserve your room. Cards should be received by The Hilton Inn by February 16.

Free transportation is available between the airport and the hotel. You will find a free, direct-line telephone to The Hilton Inn in the airport baggage-claim areas for requesting complimentary limousine service.

Professor Robert M. Gorrell, the course instructor, has prepared a special study guide which you will want to read carefully. This will be the basis for the morning sessions. Note that you are requested to bring some special "papers" with you!

If your plans change and you are unable to attend the institute in Seattle, please let us know immediately so we, in turn, can notify the next person on the waiting list.

ELE:rhg
enc. Hotel request card
Gorrell Study Guide

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

February 21, 1969

MEMORANDUM TO: State Supervisors of English and Reading

FROM: Eldonna L. Evertts, NDEA Institute

RE: Invitation to Superintendents and Other Items

The U. S. Office of Education has cleared all necessary regulations and approved the expenditure of additional funds for special speakers at the Seattle and Sturbridge Institutes for state superintendents. A copy of the invitational letter mailed to the superintendent in your state is enclosed with this letter. It is possible to send only one person in your state a carbon of this letter so please share it with other state supervisors in your department.

You may wish to explain to your own state superintendent or commissioner the importance of these two institutes and encourage him to attend or to appoint one of the assistant superintendents to represent him. I realize that there is not much time for making plans to attend the Seattle institute but sometimes it is easier to do things on short notice than to try and plan far in advance. At both institutes we have wonderful programs which indicate a valuable experience.

I still have a few openings for state supervisors in Seattle because of recent cancellations, so phone the institute office in Champaign (217-333-6593) if you would like to attend.

Those of you who saw the two films on "Improvised Drama" from Britain in Tallahassee will be glad to know that these can be rented for $30.00 each from Peter M. Robeck and Company, Inc., 230 Park Avenue, New York New York 10017 (Phone 212-689-2687).

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Encs.

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

MEMORANDUM TO: Speakers and Consultants for Seattle Institute

FROM: Eldonna L. Evertts, Director

REGARDING: Program

The NDEA/NCTE Institute for State Supervisors of English and Reading has been extended to include commissioners and state superintendents of instruction. This had made a few adjustments in the schedule necessary but I hope that in making these changes we did not disrupt your schedule to any extent.

We are indeed fortunate to have such an excellent program and are especially grateful that you all will be with us in Seattle.

ELE:rhg

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

MEMORANDUM TO: Participants of the NDEA/NCTE Institute for State Supervisors of English and Reading

FROM: Eldonna L. Evertts, Director

REGARDING: Study Packets for Seattle Institute

This study packet contains articles and publications which you will want to read before coming to the Institute in Seattle. One item which will be discussed at some length is Rhetoric: Theories for Application by Robert Gorrell and Rhetoric and School Programs by Eugene Smith. The study questions for the Dixon book should suggest other items you will want to discuss or ask our consultants or speakers. Other publications to report and discuss will be Toward a New Rhetoric and Teaching the Unteachable.

The Institute will begin with a reception on Sunday evening, March 2, in the Hilton Inn, near the Seattle Airport at 7:30 p.m. At this time you will receive your registration packet containing the program for the week, local information, and other materials. The Institute will close on Friday, March 7, at 3:00 p.m.

If your plans have changed and you will not be attending the Seattle Institute, please return this study packet. However, if you wish to keep it, please let us know and we will send you our cost of the enclosed materials.

Stipend checks will be available on Friday, March 7 at 3:00 p.m.

The Hilton Inn has agreed to furnish complimentary transportation between the airport and the Inn. You will find a direct line telephone near the baggage area.

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DIRECTORY OF PARTICIPANTS

March 3-7, 1969

Seattle, Washington

Mr. Robert Baden
Consultant in English
State Department of Education
Lincoln, Nebraska 68509

Miss Mary A. Baird
Supervisor, Reading and English
State Department of Education
Jackson, Mississippi 39205

Mrs. Jewel J. Bindrup
Specialist, English Education
State Supt. of Public Instruction
136 East South Temple
Salt Lake City, Utah 84111

Mrs. Juliette G. Bloomer
Consulting Teacher, English
Edmonds School District #5
Lynnwood, Washington 98036

Miss Lois Caffyn
Consultant, English Lang. Arts
State Dept. of Public Instruction
Topeka, Kansas 66612

Mrs. Celestia B. Davis
State Consultant in Reading
Texas Education Agency
211 East 11th Street
Austin, Texas 78711

Mrs. Beatrice M. Edmister
English Teacher, Shelby High School
420 O'Haire Boulevard
Shelby, Montana 59474

Mr. David R. Gay
Coordinator of English
Northshore School Dist. #417
9816 N. E. 183rd Street
Bothell, Washington 98011

Mr. William Gilbert
English Teacher
Helena Senior High School
Helena, Montana 59601

Miss Gayle Harpe
Reading Consultant, Title I, ESEA
Leake County Schools
Carthage, Mississippi 39051

Mr. Jerry F. Hickman
English Consultant
Texas Education Agency
Austin, Texas 78711

Mr. Edward H. Howard
English Consultant
Heroe's Memorial Building
Carson City, Nevada 89701

Mr. Victor B. Kotulak
State Supervisor of English
600 Wyndhurst Avenue
Baltimore, Maryland 21210

Mr. Edward Kregor
State Supervisor
English and Reading
1990 Elizabeth Lane
Aurora, Illinois 60504

Mr. John F. Leonard
Supervisor of English
Clover Park School District
Lakewood Center, Washington 98499

Mr. Frank Love
Coordinator of English
Shoreline Public Schools
N. E. 158th and 20th, N. E.
Seattle, Washington 98155

Miss Louise Markert
Assistant in English Lang. Arts
Administrative and Service Center
815 Fourth Avenue North
Seattle, Washington 98109

Miss Ruth A. Marks
Consultant, Elementary,
English-Reading
Department of Education
Boise, Idaho 83707

Mrs. Nelwyn M. Murphy
Superintendent of Schools
Prentiss County Schools
Booneville, Mississippi 38829

Mr. Wilmur R. Nance
Consultant, Elem. Reading and
Language Arts
State Department of Education
Salem, Oregon 97310

Mrs. Dorothy Novatney
Consultant, Language Arts
State Department of Education
Pouch F
Juneau, Alaska 99801

Mrs. Shizuko Ouchi
Program Specialist, Language Arts
Department of Education
P. O. Box 2360
Honolulu, Hawaii 97804

Miss Ruth Overfield
Consultant in Reading
State Department of Education
721 Capitol Mall
Sacramento, California 95814

Mrs. Betty Porter
Secondary Consultant, English
Texas Education Agency
211 Brazos
Austin, Texas 78575

Mr. James Rowlands
Consultant in English
Federal Way School District
1430 S. 312th Street
Federal Way, Washington 98002

Mr. James W. Sabol
Coordinator for English Language
Bellevue Public Schools
Bellevue, Washington 98004

Mr. Palmer M. Scott
Supervisor, Reading and Language Arts
State Dept. of Public Instruction
Helena, Montana 59601

EVALUATION

The Sturbridge Institute

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EVALUATION

The Sturbridge Institute

I. Introduction.

Practicality was obviously the key thought in the minds of the instructor of reading and the visiting lecturers. Reading problems with solutions to these problems were of major concern to Dr. Nila B. Smith in her instructional periods. She covered particularly evaluative statements of the various methods of reading including the newer methods.

Linguistic applications to reading were many. The overhead projector was used much of the time. Dr. Priscilla Tyler presented a comparative analysis of poetry with the use of two projectors simultaneously.

Another aspect of this institute was the attempt to include State Superintendents or Commissioners of Education. Again, letters were sent out well in advance of the meetings. Assistant Commissioner of Education, Joseph W. Crenshaw, of Florida, and State Supervisor, Curriculum Development, Walter McCraw, North Carolina, attended.

II. The Sturbridge Institute Evaluation.

A. The Participants and Their Selection.

As required, State Supervisors of English and reading were automatically accepted. More applications were received for this Institute than for others.

The response was primarily from the East, South, and Midwest. One participant came from Guam. Michigan, hitherto not represented, sent a participant. Thirty states were represented. Openings not filled by state supervisors were readily accepted by city supervisors, approved by the State Education office.

B. Physical Facilities

The Institute was housed in the American Motor Lodge in Sturbridge, some twenty or more miles from Bradley Field. Staff, visiting lecturers and participants were all housed there. Rooms were comfortable. A dining facility served breakfasts and dinners. At noon only Institutees were served lunch--a special arrangement provided by the Inn. At break time, coffee was served by the Inn in the Institute meeting room.

Within riding distance (and one within walking distance) were other eating places. At this Institute many came by car so that no participant was unable to ride to some of the other eating houses. Food prices were rather high.

The Institutors arriving by plane were transported to the Inn by chartered limousine or car. A fee of $5.00 covered this cost. Had these persons used the Bradley Field limousines the cost would have been $25-$30.

Room rates ranged from $14.00 for singles to $20.00 for doubles.

Sturbridge is in a rural setting, too far removed from city areas. The proximity to Sturbridge Village and the interesting spots in the town kept the group closely at the Inn. Attendance was excellent.

C. Relationship with Staff and NCTE.

As at Seattle, the local director was not on "home base" nor were university facilities nearby. But again the staff and visiting lecturers mingled freely with all. At this Institute the group seemed very interested in being with each other. More interchange of ideas, more excitement prevailed.

D. Orientation of Staff and Participants.

Both groups were fully informed of their duties well in advance. Housing, financing, and the unusual limousine services from Bradley Field were explained. In fact, each participant filled out a card indicating his arrival time, flight, etc. In turn, information of time of limousine pickup at Bradley was sent out with cost, and telephone number to call at Sturbridge, if one arrived at an unusual time,was also listed. Staff members sent textbook and bibliography materials. The NDEA and NCTE offices prepared much of the instruction material--typing, mimeographing, and xeroxing.

Early information to the participants included the usual study packet of monographs, reprints of late articles.

At the Sunday evening registration, the participants and staff met and renewed acquaintanceships. The Guamanian and her husband were a center of interest and participant hospitality was gracious.

Packets containing Connecticut and Massachusetts maps and other information, such as the Sturbridge Village pamphlet, were contributed by the local host.

Name cards were distributed to be worn daily by staff and participants.

Each morning the writer conducted a brief orientation session. Plans for the day, handouts of the lecturers and instruction materials were given out.

E. Media.

The British films Improvised Drama were shown by request at this Institute. George Nemetz (California participant) showed the California Framework film with comments. Group discussion resulted.

Dr. William Jenkins showed the Strip film "Frederick Douglas and Henry Thoreau" with recording.

The use of two overhead projectors for comparative analyses and of the overhead showing how a child missed reading cues along with the recording of the child's reading aloud were both unique.

F. Participant Communication with Director and Staff.

The participants were invited at all times to consult with the staff and visiting lecturers. Two conference rooms were available.

The staff mingled freely with the participants at coffee break time and during meals.

Since all were housed together, talk sessions were relatively simple to arrange during evening hours, before and after sessions.

The local director arranged a tour of Sturbridge Village, within walking distance of the Inn. Enough cars were available to motor them over. A special admission rate was granted the group. Participants and staff set off in small groups to look for those buildings and areas of most interest to them. Lunch was served on the grounds.

On Thursday evening the staff and participants attended a banquet in the Inn dining area. The Inn closed the area to outside guests. Cocktails were available in the Inn bar from 5:30-6:30.

Cited for the fact that they had attended all five Institutes were Jewel Bindrup of Utah, Edward Howard of Nevada, and Victor Kotulak of Maryland. They were presented with small eagle plaques, so typical of the Sturbridge area.

Dr. Louis Pollak, Dean of the Law School, Yale University, gave an exciting lecture on The April 22, 1968 Supreme Court Decision relative to censorship. One point he made was that the Court had acquiesced in the concept of 'variable' obscenity--namely that some books and films can be withheld from adults. Robert Hogan, Executive Secretary, spoke on Censorship and NCTE. Both were well received.

A social hour was arranged for staff and selected participants to talk with the two State Department Assistant Commissioners. After the banquet, Dean Pollak and Robert Hogan visited with staff and visiting persons.

Sharing and discussion of state projects proved to be valuable throughout the Institute. Some of the participants who started projects as a result of the Institute or already had projects under way shared their ideas with the writer and the group.

a) Delaware

Gary Houpt, State Supervisor, explained in a special report the Delaware Guidelines for the Teacher of English Language Arts K-13. He presented all with copies of Dialogue With A Teacher of Listeners, Speakers, Readers, Writers.

b) Iowa

Georgia Burge, English Consultant, reported her survey of English teaching on the state level based upon the NCTE study, The National Interest and the Continuing Education of Teachers of English.

c) New England

Robert Kinder, Margaret Droney, and Mark Kristoff reported on the Assessment Problem, Reading Instruction in New England's Public Schools.

d) Arizona

Elizabeth Cook told of the poetry contest sponsored for public school pupils and read from the resulting booklet of winning poems.

e) Georgia

Miley Mae Hemphill reported on the extensive Georgia curriculum based in part upon suggestions of surrounding Southern States.

f) Nebraska

Thomas Nenneman reported on Robert Baden's one-day Institute for outstate college instructors of English and English Education patterned after the NDEA Institutes for State Supervisors.

g) Tennessee

Andrena Briney discussed Memphis Mosaics a collection of creative endeavors by students of the Memphis City Schools. She distributed programs of the recent State Conference on Improving the Teachers of English in Tennessee Schools.

G. Staff Problems.

All staff members appeared on schedule and conducted their sessions accordingly. The only minor change made in the program was a shifting of speakers to enable two whose return flights and the distance to Bradley Field made this change necessary.

The media equipment was always ready; several of the male participants helped set it up and ran it.

H. Participant Evaluation.

In response to the question asking for an indication of which speakers were liked were these: Dr. Nila B. Smith, the instructor; Dr. Kenneth Goodman and his psycho-linguistic presentations; Dr. William Iverson; Dean Louis Pollak; Dr. William Sheldon; Dr. Robert Hogan; Dr. James Squire, and Dr. Priscilla Tyler. In fact, all of the lecturers were rated well. Some of the evaluations were submitted by participants prior to the conclusion of the Institute.

Dr. Smith stressed evaluations of the many methods of teaching reading. One lively session resulted when the participants discussed their state problems in reading and how they tried to resolve them.

Dr. Goodman used the opaque projector to show linguistic problem difficulties in children's reading. Recordings of the children, reading aloud, and the visual presentation of what they were reading were excellent devices. He also explained how he handled the children.

Dr. Doris Gunderson gave an excellent talk on the Current Status of Research.

Dr. Iverson gave practical reading suggestions. That, coupled with his gracious delivery and winning personality, quite endeared him to the group.

Dr. Sheldon's information relative to the Syracuse Reading Center appealed to many.

Dr. Squire spoke to the group about their role in their several states. He was learned but practical, and this made for a most attentive group.

Dr. William Jenkins spoke on children's literature. His address was scholarly but practical.

I. Impact of the Institute.

In answer to the question: "What impact will attendance at this Institute have upon your professional growth or the local educational scene?" these representative statements were written:

"The application of those things Dr. Smith discussed. It's much better to have this personal contact than to just 'read a book.'"

"I learned much about planning for institutes and workshops."

"The reading process and its applications as well as how the linguistic concept can be applied to most reading approaches."

"Uncertain."

"It has organized my thinking with regard to the skills involved in reading instruction."

"It will help me to evaluate material and programs and to initiate useful procedures."

"I have been sharing my new knowledge in workshops, publications, with the state and with my teacher training colleagues."

"Considerable--will be reflected particularly in in-service education endeavors currently planned or under way."

"Provided me with ammunition to work with teachers in workshops."

"We are revising our developmental reading guide for the secondary schools. Much of this information will be passed on to the developing team."

"Professional certification and teacher's role in the teaching of reading are much clearer than before."

"Sharing ideas and materials with other members of our staff. I wish the materials could be sent out for use in in-service meetings."

"Will help in workshops which I head and in the influence I extend to individual teachers. Quoting an authority one has heard and talked with gives one a greater aura of authority."

"Helps for developing guidelines or a handbook for reading."

"Particularly helpful for ESEA I summer programs. Also, will help with up-coming state reading conference."

"Very little. Although I do appreciate the opportunity of exchanging ideas with other state supervisors. It was a pleasure for me to talk with Iverson and Goodman."

"I shall join some professional organizations such as NCTE, I shall acquaint my colleagues with NDEA Institutes and the potential they hold for people."

"I have been made aware of my need for further study. I work with several hundred public school teachers in a school year. I hope I can pass on some of the inspiration and enthusiasm I feel tonight."

"It has broadened my view of the total learning area, stimulated my reading plans, and given me a 'frame of reference' for future state work; both direction-wise, and expectation level."

J. Intriguing Aspects of the Institute.

In answer to the relating of some aspect of the Institute they found intriguing are these representative responses:

"Most of the ideas as presented by Dr. Smith."

"The reading process; study skills in content area; research."

"Dr. Goodman's presentation. With the same equipment we can show our teachers a better way to give oral inventories in reading."

"Almost everything I heard intrigued me. I am convinced that IRA is second only to the AMA as a defender of the status quo and as a bulwark against chiropractors, faith healers, teaching machines, and physical education. I enjoyed every minute of it!"

"To hear such top people reinforce for me the things I dreamed and for which I work."

"Reading courses for Master's degree in reading. Basic growth areas in reading. Specialized reading skills in content area."

"The Roebuck films. Goodman's thesis."

"Opportunity on Thursday to report on innovative programs in action. The Syracuse Reading Center."

"Linguistic approach to the teaching of reading."

"Miscues in reading. Support of law for good literature."

"I've wanted to know more about ERIC for some time and hope to get a microfiche machine in our area."

"The extent of large-scale projects, both in school and in research and materials development is very exciting."

"Goodman's approach to teaching reading, Tyler's ability to find the magic in writing. Films from England--improvised dramatics. Re-affirmation of old adage--Genius is the capacity for hard work."

"Goodman's elaboration of miscues and anticipatory responses."

"The privilege of visiting and exchanging ideas with reading and English supervisors has been most valuable."

"The warmth and acceptance of a 'grass roots' person by the Supervisors, which of course, led to a greater communication and exchange of ideas, was just tremendous."

"I am intrigued with linguistics and realize how much I don't know. As I look over my 63 pages of notes I cannot decide what I can relate briefly."

"Goodman's presentation of micro-analysis; the intensive scrutiny of individual experience. The feeling it gave me of our need to get back to the psychologist's approach to mini-research, in contrast to the sickening deluge of mass sampling and survey which have their place, but are overstressed and sometimes manipulated to serve our ends."

"Dr. Gunderson's remarks and their implications in relation to programs for the perceptually handicapped children."

"Miss O'Leary's reference to the availability of EPDA funds for application to in-service teacher education programs for teachers assigned to Title I programs."

K. The Pre-Institute Reading Questionnaires.

Before the Institute began a questionnaire on reading and school programs was submitted to the participants. After they were returned, the results of this questionnaire were submitted to Dr. Nila B. Smith to assist her in planning her week's instruction. These are a sampling of the results:

Twenty-four participants had taken reading courses and five had not. Of the twenty-eight who had ever taught reading, fourteen were in secondary, and fourteen in elementary schools.

In answer to the question about their present roles in reading education, the most frequently mentioned roles were consultant services at secondary and elementary levels, conference presentations, evaluation of reading programs, and conducting in-service workshops.

The problems of teachers in reading as evidenced by the consultation services they sought are:

a) Methods to use in beginning reading
b) How to organize remedial and developmental courses for secondary schools
c) In-service training for elementary and secondary teachers

The major problems they face in developing state programs to strengthen reading education are:

a) Indifference of school administrators as to need for strengthening reading programs
b) Inadequate budgeting in local school districts
c) Time
d) Lack of funds
e) Lack of personnel

In response to the question asking about the areas of reading the participants were most eager to have covered at the Institute were these samplings:

a) New programs and their results
b) Identification of potential problem readers and early therapy
c) Secondary reading programs
d) Setting up an individualized program
e) Integration of all language skills

In checking the items they would like explored during the Institute were these:

a) Innovations in reading methods and materials
b) Linguistics in reading instruction
c) Organizing in-service programs
d) Recent research
e) Interrelationship with other curriculum areas
f) Effects of various grouping arrangements on reading

L. Planning for the EPDA Institute for 1969-1970.

In answer to the question: What are some of the problems in dialect in your state? these responses were given in this order: (1) Negro--rural and center-city (2) Indians (3) foreign migrants (French-English), Mexican, Portuguese (14,000 recently) Chinese, Japanese, Spanish, Samoan, Korean, Filipino, religious groups (Utah), foreign-born children of diplomatic corps in Washington, D. C. Other problems are English as a second language on Guam; Appalachian mountaineers; lack of trained personnel; too little money for materials; ever-changing disadvantaged population.

As in Austin and Seattle the Negro rated first priority in state dialect problems. The migrant problem is evidently more concentrated on the East coast, California, and Hawaii.

Again, the participants found it difficult or impossible to indicate the percentage of pupils in their states who had learned a first language other than English. The range was from ½ of 1% to 80%, the latter turned in by the participant from Guam. Six indicated 10%; six, 2%; five, 5%. Many did not know.

In answer to the query "What knowledge of language and dialect do you feel you need?" came these representative answers:

> "We need to be more involved in learning activities."
>
> "Offer practical methods in teaching English as a second language and background in terms used in linguistics."
>
> "Dysart school for migrants, too. Murphy School #1 has done fabulous things to save migrant non-readers (Phoenix)."
>
> "Opportunities to observe children in school and work situations."

"Strong emphasis on school visitations."

"Specific and practical (usable) help with one dialect. This is increasingly important since more than half of our school population is black."

III. Conclusion.

The full conclusions for the Sturbridge Institute appear in the third major division of this final report along with those for the other one-week Institutes.

IV. Appendix.

The Appendix for this particular Institute summarizing pertinent information follows. It includes copies of the daily program and bibliography for advance study, extended bibliography and reference materials on reading prepared by the course instructor, an annotated bibliography of the study packet, sample memoranda to participants and the directory of the participants.

DAILY PROGRAM

The American Motor Lodge Sturbridge, Mass.

May 5-9, 1969

READING AND SCHOOL PROGRAMS

NDEA Institute for State Supervisors
of English and Reading

(Conducted under a grant from
the U. S. Office of Education)

Co-sponsored by:

The National Council of Teachers of English
The University of Illinois

INSTITUTE PROGRAM, PART I: SPEAKERS

Roger G. Clark
Project Manager
NCTE/ERIC Clearinghouse on the Teaching of English
508 South Sixth Street
Champaign, Illinois 61820

Kenneth S. Goodman
Associate Professor
Department of Elementary Education
Wayne State University
Detroit, Michigan 48202

William J. Iverson
Professor
Department of English
Stanford University
Palo Alto, California 94300

William A. Jenkins
Associate Dean
School of Education
University of Wisconsin
Milwaukee, Wisconsin 53201

Louis H. Pollak
Dean of the Law School
Yale University
New Haven, Connecticut 06520

William D. Sheldon
Director, Reading and Language Arts
Syracuse University
508 University Place
Syracuse, New York 13210

James R. Squire
Editor-in-Chief
Senior Vice-President
Ginn and Company
Statler Building
Boston, Massachusetts 02100

Priscilla Tyler
Professor
Department of English
University of Missouri
Kansas City, Missouri 64100

INSTITUTE PROGRAM, PART II: INSTITUTE STAFF

DIRECTOR:

Eldonna L. Evertts
Director, NDEA Institute for State Supervisors
57 East Armory Street
Champaign, Illinois 61820

ASSOCIATE DIRECTOR:

Robert F. Hogan
Executive Secretary
National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61820

ASSISTANT DIRECTOR:

Robert F. Kinder
English and Reading Consultant
State Department of Education
P. O. Box 2219
Hartford, Connecticut 06115

PRACTICUM DIRECTOR:

Mary L. Mielenz
Professor Emeritus of English Education
University of Nebraska
3201 South 30th Street
Lincoln, Nebraska 68502

INSTRUCTOR:

Nila B. Smith
Professor
School of Education
San Fernando Valley State College
9712 Sylvia Avenue
Northridge, California 91324

SECRETARY:

Irene E. Blenker
Secretary
NDEA Institute for State Supervisors
57 East Armory Street
Champaign, Illinois 61820

INSTITUTE PROGRAM, PART III: LOCAL COMMITTEE

NCTE BOOK DISPLAY:

Mrs. Sophie S. Hollander
Supervisor in Education
State Department of Education
182 Tremont Street
Boston, Massachusetts 02111

Mrs. Katherine Morrill
Director of Reading
Wallingford Public Schools
Wallingford, Connecticut 06492

REGISTRATION AND AUDIO-VISUAL:

Miss Margaret Droney
Reading Supervisor
Elementary and Secondary Bureau
24 Harris Avenue
Lowell, Massachusetts 08151

Mr. Donald R. Gardner
Consultant in English
State Department of Education
Roger Williams Building
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Mr. Mark H. Kristoff
English and Reading Consultant
State Department of Education
410 State House Annex
Concord, New Hampshire 03301

Mrs. Sophie H. Hollander
Supervisor in Education
Bureau of Vocational Education
Department of Education
182 Tremont Street
Boston, Massachusetts 02111

INSTITUTE PROGRAM, PART IV: GUESTS

Joseph W. Crenshaw
Assistant Commissioner
Curriculum and Instruction
State Department of Education
Tallahassee, Florida 32304

Doris V. Gunderson
Executive Director
Interdisciplinary Committee on Reading Problems
Center for Applied Linguistics
1717 Massachusetts Avenue, N. W.
Washington, D. C. 20036

Walter McCraw
Division of General Education
State Department of Public Instruction
Raleigh, North Carolina 27602

Helen L. O'Leary
Education Specialist
Reading Section
Division of Program Administration
400 Maryland Avenue, S. W.
Washington, D. C. 20202

INSTITUTE PROGRAM, PART V: DAILY SCHEDULE

SUNDAY, MAY 4, 1969

7:30-8:30 p.m.	RECEPTION:	Main Lobby Ground Level
	HOST:	Robert F. Kinder
	LOCATION:	American Motor Lodge Junction Routes 15, 20 and 131 Sturbridge, Mass. 01566
	REGISTRATION:	Margaret Droney Donald Gardner Mark H. Kristoff

MONDAY, MAY 5, 1969

8:00-8:30 a.m.	REGISTRATION:	Irene E. Blenker
	NCTE DISPLAY:	Sophie S. Hollander Katherine Morrill
8:30-9:30 a.m.	OPENING SESSION:	Robert F. Kinder Mary L. Mielenz Eldonna L. Evertts
	LOCATION:	Banquet Room, Lowel Level Main Lobby
9:30-10:00 a.m.	INSTRUCTION:	Nila B. Smith
10:00-10:30 a.m.	COFFEE BREAK	
10:30-11:30 a.m.	INSTRUCTION:	Nila B. Smith
11:30-1:00 p.m.	LUNCH	Special service by American Motor Lodge, no host
1:00-2:00 p.m.	SPEAKER:	William D. Sheldon
	TITLE:	The Role of the Language Arts Supervisor in Developing English and Reading Programs
	CHAIRMAN:	Mary L. Mielenz
2:00-3:00 p.m.	SPEAKER:	Priscilla Tyler
	TITLE:	A New View of Reading
	CHAIRMAN:	Nila B. Smith
3:00-3:30 p.m.	COFFEE BREAK	
3:30-4:30 p.m.	PRACTICUM SESSION:	Mary L. Mielenz
	SUBJECT:	Study Packets: Reports
4:30-5:00 p.m.	SMALL GROUPS:	Discussion and Questions
5:00-8:00 p.m.	DINNER	
8:00-9:00 p.m.	FILMS:	"Cover to Cover" National Instructional Television Center
	CHAIRMEN:	Robert F. Kinder Mary L. Mielenz

TUESDAY, MAY 6, 1969

8:00-8:30 a.m.	ANNOUNCEMENTS:	Eldonna L. Evertts
8:30-10:00 a.m.	INSTRUCTION:	Nila B. Smith
10:00-10:30 a.m.	COFFEE BREAK	
10:30-11:30 a.m.	PARTICIPANT CHOICE:	
	Special Consultation: Discussion of Study Packet: Tour of Sturbridge Village:	Nila B. Smith Mary L. Mielenz Robert F. Kinder
11:30-1:30 p.m.	LUNCH:	Sturbridge Village No host
1:30-2:30 p.m.	FREE TIME IN VILLAGE	
2:30-3:30 p.m.	SPEAKER: TITLE: CHAIRMAN:	William D. Sheldon Implications of Syracuse University Reading Center Robert F. Kinder
3:30-3:45 p.m.	COFFEE BREAK	
3:45-4:45 p.m.	SPEAKER: TITLE: CHAIRMAN:	James R. Squire The Role of the State Supervisor Nila B. Smith
4:45-5:00 p.m.	QUESTIONS FROM FLOOR BY THE PARTICIPANTS	
5:00-8:00 p.m.	DINNER	
8:00-9:30 p.m.	SPEAKER: TITLE: CHAIRMAN:	Priscilla Tyler A General Discussion of Reading Eldonna L. Evertts
	QUESTION AND ANSWER PERIOD	

WEDNESDAY, MAY 7, 1969

8:00-8:30 a.m.	ANNOUNCEMENTS:	Eldonna L. Evertts
8:30-10:00 a.m.	INSTRUCTION:	Nila B. Smith
10:00-10:30 a.m.	COFFEE BREAK	
10:30-11:30 a.m.	INSTRUCTION:	Nila B. Smith
11:30-1:00 p.m.	LUNCH	
1:00-2:00 p.m.	SPEAKER:	William J. Iverson
	TITLE:	New Trends: Secondary Reading
	CHAIRMAN:	Mary L. Mielenz
2:00-3:00 p.m.	SPEAKER:	Kenneth S. Goodman
	TITLE:	When Children Read
	CHAIRMAN:	Robert F. Kinder
3:00-3:30 p.m.	COFFEE BREAK	
3:30-4:30 p.m.	WORKSHOP:	Participants
	TOPIC:	Planning for EPDA Institute
	CHAIRMAN:	Mary L. Mielenz
4:30-5:00	FILM:	California Framework
	CHAIRMAN:	George Nemetz
5:00-8:00 p.m.	DINNER	
8:00-9:00 p.m.	INFORMAL DISCUSSION:	State Supervisors and State Projects
	CONTRIBUTORS:	State Supervisors
	CHAIRMAN:	Eldonna L. Evertts

THURSDAY, MAY 8, 1969

8:00-8:30 a.m.	ANNOUNCEMENTS:	Eldonna L. Evertts
8:30-10:00 a.m.	INSTRUCTION:	Nila B. Smith
10:00-10:30 a.m.	COFFEE BREAK	
10:30-11:30 a.m.	INSTRUCTION:	Nila B. Smith
11:30-1:00 p.m.	LUNCH	
1:00-2:00 p.m.	SPEAKER:	Kenneth S. Goodman
	TITLE:	The Process of Reading
	CHAIRMAN:	Mary L. Mielenz
2:00-3:00 p.m.	SPEAKER:	Doris V. Gunderson
	TOPIC:	Current Status of Reading Instruction
	CHAIRMAN:	Mary L. Mielenz
3:00-3:30 p.m.	COFFEE BREAK	
3:30-4:30 p.m.	SPEAKER:	William J. Iverson
	SUBJECT:	New Trends: Elementary Reading
	CHAIRMAN:	Eldonna L. Evertts
4:30-5:00 p.m.	WORKSHOP SESSION:	Participants
	TOPIC:	Questions and Answers
	CHAIRMAN:	Mary L. Mielenz
5:00-5:30 p.m.	FILMS:	Improvisation in Drama British Film
	CHAIRMAN:	Eldonna L. Evertts
5:30-6:30 p.m.	COCKTAIL HOUR:	No host Bar, Ground Level
6:30 p.m.	BANQUET	Banquet Room, Lower Level
	SPEAKER:	Louis H. Pollak Dean of Law School, Yale University
	TITLE:	The April 22, 1968 Supreme Court Decision
	SPEAKER:	Robert F. Hogan
	TITLE:	Censorship and NCTE
	CHAIRMAN:	Robert F. Kinder

FRIDAY, MAY 9, 1969

8:00-8:30 a.m.	ANNOUNCEMENTS	Eldonna L. Evertts
8:30-10:00 a.m.	INSTRUCTION:	Nila B. Smith
10:00-10:30 a.m.	COFFEE BREAK	
10:30-11:00 a.m.	SPEAKER:	Helen L. O'Leary
	TITLE:	Recent Developments in USOE
	CHAIRMAN:	Eldonna L. Evertts
11:00-11:30 a.m.	SPEAKER:	Roger G. Clark
	TITLE:	ERIC
	CHAIRMAN:	Robert F. Hogan
11:30-1:00 p.m.	LUNCH	
1:00-2:00 p.m.	SPEAKER:	William A. Jenkins
	TITLE:	Focus on the Child's World of Books and Reading
	CHAIRMAN:	Mary L. Mielenz
2:00-2:30 p.m.	PAIRED FILMSTRIP:	Special Preview "Frederick Douglas and Henry Thoreau"
	INTRODUCTION:	William A. Jenkins
	CHAIRMAN:	Eldonna L. Evertts
	ROOM:	Conference Room, North
2:30-3:00 p.m.	HIGHLIGHTS OF THE INSTITUTE	
	CLOSING PANEL:	Nila B. Smith Robert F. Kinder Mary L. Mielenz Robert F. Hogan
	CHAIRMAN:	Eldonna L. Evertts

NDEA/NCTE Institute Schedule
State Superintendents of Instruction
and other Special Guests

Sturbridge, Massachusetts

THURSDAY, MAY 8, 1969

All meetings in Banquet Room, Lower Level, unless noted.

10:30-11:30 a.m.	REGISTRATION:	Main Lobby
11:30-1:00 p.m.	LUNCH, no host	
1:00-2:00 p.m.	SPEAKER:	Kenneth S. Goodman
	TITLE:	The Process of Reading
	CHAIRMAN:	Mary L. Mielenz
2:00-3:00 p.m.	SPEAKER:	William J. Iverson
	TITLE:	New Trends: Elementary Reading
	CHAIRMAN:	Eldonna L. Evertts
3:00-3:30 p.m.	COFFEE BREAK	
3:30-4:10 p.m.	SPEAKER:	Doris V. Gunderson
	TITLE:	Current Status of Reading Instruction
	CHAIRMAN:	Mary L. Mielenz
4:10-5:00 p.m.	PANEL:	New School Programs in Reading and English
	LOCATION:	Conference Room, North
	MEMBERS:	Kenneth S. Goodman William J. Iverson Doris V. Gunderson Robert F. Hogan William A. Jenkins
	SPECIAL CONSULTANT:	Helen O'Leary, U. S. Office of Education
	MODERATOR:	Eldonna L. Evertts
5:30-6:30 p.m.	COCKTAIL HOUR:	Bar, Ground Level - No host
6:30 p.m.	BANQUET:	Banquet Room, Lower Level
	SPEAKER:	Louis H. Pollak Dean of the Law School Yale University
	TITLE:	The April 22, 1968 Supreme Court Decision
	SPEAKER:	Robert F. Hogan
	TITLE:	Censorship and NCTE
	CHAIRMAN:	Robert F. Kinder

State Superintendents of Instruction
and other Special Guests

FRIDAY, MAY 9, 1969

8:30-9:30 a.m.	INSTRUCTION:	Nila B. Smith
9:30-10:00 a.m.	PANEL:	The Role of the State Supervisor
	LOCATION:	Conference Room, South
	MEMBERS:	James O. Turnipseed John E. Kearney Clarence C. Lipscomb George F. Nemetz Rodney P. Smith
	MODERATOR:	Eldonna L. Evertts
10:00-10:30 a.m.	COFFEE BREAK	
10:30-11:30 a.m.	SPEAKER:	Roger G. Clark
	TITLE:	ERIC
	CHAIRMAN:	Robert F. Hogan
11:30-1:00 p.m.	LUNCH	No host
1:00-2:00 p.m.	SPEAKER:	William A. Jenkins
	TITLE:	Focus on the Child's World of Books and Reading
	CHAIRMAN:	Mary L. Mielenz
2:00 p.m.	End of Special Sessions	
	OPTIONAL:	
2:00-2:30 p.m.	PAIRED FILMSTRIP:	Special Preview "Frederick Douglas and Henry Thoreau"
	INTRODUCTION:	William A. Jenkins
	CHAIRMAN:	Eldonna L. Evertts
	ROOM:	Conference Room, North
2:30-3:00 p.m.	HIGHLIGHTS OF THE INSTITUTE	
	CLOSING PANEL:	Nila B. Smith Robert F. Kinder Mary L. Mielenz Robert F. Hogan
	CHAIRMAN:	Eldonna L. Evertts

COURSE OUTLINE

MEMORANDUM TO: Participants for the Sturbridge Institute

FROM: Eldonna L. Evertts, Director

RE: Advance Study for the Instructional Periods

Dr. Nila B. Smith is planning to base her week of instruction upon the reading questionnaires you are in the process of preparing. While awaiting your responses, she wrote and suggested the use of several different books rather than using her own exclusively. Although she listed only the books written by others in her letter, I am going to include some of her books so that you will be able to become acquainted with our course lecturer even before meeting her in person in Sturbridge.

It is doubtful that any one participant will find room to bring all of these books in his suitcase to Sturbridge but perhaps one or two can be tucked in. Later you might enjoy exchanging and reading the books others brought.

Heilman, Arthur W., *Teaching Reading*. Charles E. Merrill
Dawson, Mildred and Henry A. Bamman, *Fundamentals of Basic Reading Instruction*. Longmans
DeBoer, John J. and Martha Dallman, *The Teaching of Reading*. Holt
Harris, Halbert J., *How to Increase Reading Ability*. Longmans.
Spache, George D., *Toward Better Reading*. Garrard
Smith, Nila B., *Reading Instruction for Today's Children*. Prentice-Hall
Smith, Nila B., *American Reading Instruction*. Prentice-Hall
Smith, Nila B., *Be a Better Reader Series*. Prentice-Hall
Smith, Nila B., *Read Faster and Get More From Your Reading*. Prentice-Hall

P. S. If you have not notified Robert F. Kinder, 29 Wentworth Drive, East Hartford, Connecticut, 06108, giving him your arrival time at Bradley Field, please do so immediately. Bob will reply to all those writing him *before April 25*. He will be in Indianapolis and Kansas City after that and cannot verify your request.

ELE:rhg

4

REFERENCE MATERIALS

MEMO: Sturbridge Institute Participants

FROM: Eldonna L. Evertts, Director, NDEA Institute for State Supervisors of English and Reading

RE: Reference Material and EPDA Institute and Fellowship Programs

The materials selected by Dr. Nila B. Smith for distribution by participants have been prepared in our office and are now ready for you. A set of these materials is included with this memorandum.

Upon returning to Champaign after our Institute at Sturbridge I found a letter from the United States Office of Education awaiting me. You will be interested in knowing that the number of openings in the Fellowship program has been increased to twenty individuals. We should all feel elated that our series of Institutes and the Fellowship program has met with so much favor by the United States Office of Education. Now I am seeking your assistance in helping me identify persons who might be in your department or should be joining it soon to be considered for the Fellowship program.

Mailing address:

Dr. Eldonna L. Evertts
Director
NDEA Institute for State Supervisors
57 East Armory Street
Champaign, Illinois 61820

ELE:rhg
enc. brochure

THE MOST RECENT REFERENCES ON CURRENT TOPICS IN READING

Ed. R595 and Ed. 595M Professor Nila Banton Smith

I. Reading Readiness and Teaching Reading to Young Children

Bagford, Jack, "Reading Readiness Scores and Success in First Grade," The Reading Teacher, 21 (Jan. 1968), 324-28.

Barbe, Walter B., "Reading and Language in the Instruction of Young Children," Education, (Sept.-Oct., 1968), 18-21.

Grothberg, Edith H., "Role of the Parent in Fostering Early Learning," Education, 89 (Sept.-Oct., 1968), 35-39.

Krippner, Stanley, "Specialized Approaches to the Instruction of Young Children," Education, 89 (Sept.-Oct., 1968), 11-17.

Levine, Shirley, "Teaching Readiness for Reading to the Immature," Education, 89 (Nov.-Dec., 1968) 117-120.

Reading Newsreport, "Once it was Believed Little Ones Should Not be Taught," 3 (Nov. 1968), 25-31.

Strang, Ruth, "Role of the Teacher in Instructing Young Children," Education, 89 (Sept.-Oct., 1968), 31-34.

II. Teaching Reading to the Disadvantaged

Bold Action Programs for the Disadvantaged: Elementary, Newark, Del.: The International Reading Association, 1968.

Fillmer, Henry T. and Kahn, Helen S., "Race, Socio-Economic Level, Housing and Reading Readiness," The Reading Teacher, 21 (Nov., 1967).

Educating the Children of the Poor, Washington, D. C.,: Association for Supervision and Curriculum Development, 1968.

Education for Socially Disadvantaged Children, Review of Educational Research, American Education Research Association, V. 35, No. 5.

Whipple, Gertrude, and Black, Millard, Reading for Children Without - Our Disadvantaged Youth, Newark, Del.: The International Reading Association, 1967.

III. Word Recognition

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Spache, George D., "What is the Nature of Comprehension," and "How Shall We Teach Critical Reading." *Toward Better Reading*, Champaign, Illinois: Garrard, 1965, 61-81, 82-98.

A. Periodicals

Woottan, Lutian R., "Triggering Reading Concepts," *The Reading Teacher*, (Nov. 1966), 150-51.

V. STUDY SKILLS IN CONTENT READING

A. Books

IRA Proceedings 1964, "Reading in Content Fields, Elementary School," *Improvement of Reading Through Classroom Practice*, 31-34.

IRA Proceedings 1965, "Comprehension in the Content Fields," Primary and Upper Elementary Levels. *Reading and Inquiry*, 87-95.

Heilman, Arthur W., "Teaching Reading Study Skills," *Principles and Practices of Teaching Reading*, 371-98.

King, Martha L., et. al., "Literal and Critical Reading in Social Studies" by E. Elona Sochor, *Critical Reading*, 1967, 348-61.

Smith, Nila Banton, "Content Fields in Reading," *American Reading Instruction*, Newark, Del.: IRA, 1965, 200, 230-31, 327-38, 249-51, 288-89, 360-61.

B. Periodicals

Anderson, Marian, "Using the Dictionary in the Elementary Classroom," *Elementary English*, (April 1964), 334-339.

Lamb, Rose, "Helping the Elementary School Child to Use the Dictionary More Effectually," *Elementary English*, (April, 1964), 404-409.

Arnsdorf, Val, "Selecting and Using Collateral Materials in Social Studies," *The Reading Teacher*, (April, 1967), 621-25.

VI. READING RATE

A. Books

Downing, John (Editor), *The First International Symposiym in Reading*. See Smith, Nila B.: "Speed Reading Benefits and Dangers." 209-34.

VII. DEVELOPING INTEREST IN AND APPRECIATION OF LITERATURE

A. Books

King, Martha K., et al., "Planning the Literature Program for the Elementary School" (by Hucks) *Critical Reading*, 285-293.

_____ "Reading Skills in Teaching Literature in the Elementary Schools," (by Jenkins). Critical Reading, 1967, 294-300.

IRA Proceedings 1966, "Literature as Part of Reading Programs," *Vistas in Reading*, Primary Level, 77-79, 80-83; Upper Elementary Level: 84-86, 87-89.

B. Periodicals

Brooks, Alice, "The Librarian's Role in the Literature Program," *Elementary English*, (May, 1967), 468-471.

Lemis, Claudia, "Language and Literature in Childhood," *Elementary English*, (May, 1967), 518-22.

Witty, Paul, "Children of the Television Era," *Elementary* English (April, 1967), 528-535.

Zinet, Sara F., "Children's Interests and Story Preferences," *The Elementary School Journal*, (Dec. 1966), 122-30.

VIII. NEW APPROACHES TO READING

A. Books

Heilman, Arthur W., ITA, 120-25; "Programmed Reading," 126-127; "Words in Color," 125-126; *Principles and Practices of Teaching Reading*.

B. Periodicals

Various Authors. "U. S. Office of Education First Grade Reading Studies," *The Reading Teacher*; (Oct., 1966), 4-38. Several different authors report on studies with the different approaches.

_______ "The Second Grade Extension of First Grade Reading Studies," *The Reading Teacher*, (May, 1967), 683-747. Numerous studies with the new materials.

GUIDELINES FOR OBSERVING READING INSTRUCTION IN THE ELEMENTARY GRADES

by

NILA BANTON SMITH

The items below represent basic aspects of reading instruction toward which a principal's attention might well be directed while observing the teaching of reading. You will never find all of these items in effect in any one lesson. Sometimes you may find it possible only to identify one or two items in each of three or four different groups; at other times you may identify three or four items within just one group, particularly when you are looking for skills. Scan the entire list and identify items that are apparent wherever you find them. In the majority of cases a check mark will suffice. Occasionally, you may find it necessary to write a few words.

I. Type of Lesson

A. What kind of a lesson was it?

1. Oral reading with questions asked by the teacher?
2. Silent reading followed by some check on understanding of meanings?
3. A lesson devoted primarily to the development of or practice on one or more of the basic skills?
4. A lesson directed toward the development of interest in and appreciation of independent reading of library books?
5. A lesson in reading specialized material in one of the content subjects?
6. A combination of some of the above types? Which ones?

II. Materials

A. What kind of materials were used?

1. Basal reader
2. Workbooks
3. Experience Chart

4. Teacher prepared material other than experience chart

5. Library books

6. A textbook in a content field

7. Reference material; dictionary, encyclopedia, etc.

8. Other

III. The Children

A. Participation

1. Was the participation by the group as a whole good?

2. Did some children participate more than others?

3. Was anything done to enlist participation on the part of some who did not volunteer?

B. Interest

1. Did all of the children seem interested throughout the lesson?

2. If some did not seem interested can you suggest possible reasons?

C. Achievement levels and needs

1. Did the lesson seem to be too difficult for some?

2. Too easy for some?

3. Did some of the children seem to be in need of special help?

4. Could you from your observation suggest the kind of help you think the children mentioned in 3 might need?

D. Physical and Psychological problems

1. Did any children show evidence of visual difficulty: holding book too close or too far away; blinking or twitching lids; watery eyes, granulated lids, dilated pupils?

2. Did any show evidences of hearing difficulty: holding head in a peculiar position, turning one ear toward the speaker, unnatural tone of voice, asking to have questions repeated?
3. Were some overly aggressive?
4. Were some very timid?
5. Were any constructive steps taken to assist children of types indicated by 3 and 4?
6. Were there behavior cases?--To what extend did they interfere with the reading of other children in the group?

IV. Reading Skills

Which of these reading skills were given practice?

A. Word Identification

1. Use of picture clues
2. Use of sight words
3. Use of context clues
4. Use of phonics
5. Use of structural analysis
6. Use of dictionary

B. Getting Meanings from Reading

1. Literal comprehension
2. Interpretation
3. Clinical reading
4. Specific word meanings

C. Study Skills

1. Selection and evaluation
2. Organization
3. Recall

    4. Locating information
    5. Following directions
    6. Skills needed in reading in special content area

D. Fluency and Rate

    1. If the children read orally:
        a. Did all of them read fluently?
        b. Were there some who did not read fluently?
        c. In the latter case what do you think might have been the cause of the lack of fluency?
    2. If the children read silently:
        a. Were all of them absorbed and reading continuously?
        b. Did you notice much difference in the rate with which different children covered the pages?
        c. Did some leave the page they were reading intermittantly to look around or do something else? Have you any suggestion as to the cause of this distraction?
        d. Did any of the children have habits which might interfere with rate such as lip-reading, head-moving, finger pointing?

SOME USEFUL TESTS AND INVENTORIES FOR CHECKING READING SKILLS

Compiled by Nila Banton Smith

I. Informal Inventories

The Botel Inventory. Test 1 Word Recognition; Test 2 Word Opposites (comprehension Test 3 Phonics Mastery. Grades 1-2. (Follett Publishing Co., Chicago.)

Graded Selections for Informal Diagnosis. Designed for informal checking of literal comprehension, interpretation, and recognition of sight words, phonic and word structure elements. Book 1, grades 1-3; Book 2, grades 4-6. (New York University Press, New York.)

II. Tests of Word Recognition

California Reading Tests. These tests check vocabulary and comprehension. There are different levels for lower primary, primary, and upper level grades. (These tests are also published as a part of the *California Achievement Tests*, California Test Bureau.)

Doren Diagnostic Reading Test. This word recognition test checks sight words, rhyming, whole word recognition, words within words, discriminate guessing, letter recognition, vowels, speech sounds, beginning sounds, ending sounds, blending. Any grade. (Educational Test Bureau, Minneapolis.)

Durrell Analysis of Reading Difficulty. These tests check word analysis, phonics, faulty pronunciation, oral reading, silent reading, listening comprehension, writing and spelling. (Harcourt, Brace and World.)

Gates Reading Tests. Primary Test for grades 1 and 2 includes word recognition, sentence reading, and paragraph reading. Advanced Primary for second half of grade 2 and grade 3 includes word recognition and paragraph reading. Basic Reading Tests for grade 3 through 8 include various types of comprehension and interpretation skills and reading vocabulary. (Teachers College Bureau of Publications, Columbia University.)

Gilmore Oral Reading Test. Paragraphs and accompanying record forms are provided for use in recording and analyzing word recognition errors. Checks comprehension, also. Grades 1-8. (Harcourt, Brace and World.)

Gray Oral Reading Test. Revised Edition. Paragraphs of increasing difficulty, accompanied with instructions for recording and analyzing word recognition errors. Checks rate, also. (Grades 1-8.Public School.)

McCullough Word Analysis Tests. Checks 7 types of word analysis skills. Grades 4-College. (Ginn.)

Roswell-Chall Diagnostic Reading Test. Short test to check word recognition and word analysis skills. (Essay.)

SRA Achievement Series: Reading. Tests for grades 1-2 test verbal picture association, language perception, comprehension; tests for grades 2-4 test comprehension and vocabulary; tests for 4-6 test comprehension and vocabulary. (Science Research Associates)

Stroud-Hieronymus Primary Reading Profiles. There are tests for grade 1, also for grade 2. Each set includes tests of aptitude for reading, auditory association, word recognition, word attack, and reading comprehension. (Houghton Mifflin Co.)

Reading Tests for New York State Elementary Schools. The tests beginning with grade 3 test word recognition and paragraph comprehension; those beginning at grade 6 test word recognition, paragraph comprehension and rate. (New York State Education Department.)

III. Tests to Check Grasp of Meanings

Several of the tests mentioned above check understanding of meanings as well as word identification. Among these tests are: California Tests, Gates Primary Test, Gates Advanced Primary Test, Gates Basic Test, SEA Achievement Tests, Stroud-Hieronymus Primary Reading Profiles. Gates Basic Reading Tests deserve special mention in connection with evaluating meanings since they check several aspects of meaning as follows: Type A, Reading to Appreciate General Significance: Type B, Reading to Predict Outcome of Given Events; Type C, Reading to Understand Precise Directions; Type D, Reading to Note Details.

In addition to the previously mentioned standardized tests, the following are valuable for use in checking meanings.

Stanford Achievement Tests. The Primary Battery, Grades 1.9 - 3.5 checks paragraph meaning, word meaning, spelling, arithmetic reasoning, and arithmetic computation. The Elementary Reading Test, grades 3.0-4.9, and the Intermediate Reading Test, grades 5-6, include tests of paragraph meaning and of word meaning. (Harcourt, Brace and World.)

Iowa Silent Reading Tests. The Elementary Test, grades 4-8 provides analytic silent reading tests including rate, comprehension, word meaning, and location skills. (Harcourt, Brace and World.)

Coordinated Scales of Attainment. These Scales for grades 1-3 include tests which call for matching words with pictures, pictures with words, vocabulary recognition, and paragraph comprehension checked by multiple-choice questions. The scales for the upper grades include tests of literature and language. (Education Test Bureau)

IV. Tests of Work-Study Skills

There are not many tests of Work-Study Skills at present. Three tests, however, that check some of the study skills are mentioned below.

Developmental Reading Tests. These tests for the intermediate grades check skills as follows: Part I Basic Vocabulary, Part II Reading to Retain Information, Part III Reading to Organize, Part IV Reading to Evaluate, Part V Reading to Appreciate, Part VI Basic Study Skills. (Lyons and Carnahan.)

Work Study Skills: Iowa Every-Pupil Tests of Basic Skills, Test B, New Edition. The Elementary Battery covers grades 3 to 5; the advanced battery covers grades 6 to 9. This test includes map reading, use of references, use of index, use of dictionary, alphabetizing. The advanced battery also includes graphing. (Houghton Mifflin Co.)

SRA Achievement Series. One section of these tests is designed for grades 2 to 4, another is intended for grades 4 to 6. There are more advanced sections, also. Each battery of the tests as a whole covers language, perception, arithmetic, language arts, reading and reading work skills. The work-study skills section of the battery for grades 4 to 6 tests use of a table of contents, use of an index, knowledge of reference sources, and ability to interpret charts, tables and graphs. This section dealing with work-study skills is available separately. (Science Research Associates.)

V. Tests of Rate

Not many of the standardized tests for the elementary grades check rate. The following tests do check rate as well as some other aspects of reading ability: Iowa Silent Reading Tests, grades 4 to 8; Reading Test for New York State Elementary School beginning with grade 6; Gates Basic Reading Tests, grades 3-8. The latter test is especially noteworthy in regard to rate for it checks rate in reading for four different purposes.

Gates Reading Survey. This test, designed for grades 3 to 10, provides a separate measure of rate as well as of vocabulary, level of comprehension, and accuracy of comprehension. (Bureau of Publications, Teachers College, Columbia University.)

Diagnostic Reading Tests. The lower level of these tests is for grades 4 to 6. There are booklets which check reading skills as follows: Booklet 1, comprehension and word attack; Booklet 2, vocabulary and rate; Section IV of the lower level checks word attack and oral reading. (Committee on Diagnostic Testing.)

Reading Tests for New York Elementary Schools. One set of these tests begins at grade 3 and tests word recognition and paragraph comprehension. The set beginning at grade 6 tests rate as well as the other two skills checked in the set beginning at grade 3. (New York State Education Department.)

Sangren-Woody Reading Test. This test is planned for grades 4 to 8. It tests rate as well as word meaning, fact material, total meaning, central thought, following directions and organization. (Harcourt-World Book.)

Reading Versatility Test. This test is made up of two separate booklets, the Basic Test and the Advanced Test. The Basic Test can be used with sixth grade children. The test is designed to check flexibility of comprehension and rate in reading for different purposes. (Educational Development Laboratories.)

STURBRIDGE STUDY PACKET

"A List of Books for Retarded Readers," Sister Mary Julitta, O.S.F. and Sister Michaella, O.S.F. Reprint from Elementary English, April, 1968. Reading at First, Second and low-Third Grade level, compiled on the basis of children's responses and objective data.

A Record of English Teaching Today, Roger K. Applebee, and "A School for All Seasons," James R. Squire. Reprinted from the English Journal, March, 1966.

The State of Knowledge About the Teaching of Vocabulary, Walter T. Petty, Curtis P. Herold and Earline Stoll. The report of a study initiated by the Executive Committee of the National Council of Teachers of English in the spring of 1964. Published NCTE 1968.

Reading in the Kindergarten?? Editor: Margaret Rasmussen, Assistant Editor: Lucy Prete Martin. Published by Association for Childhood Education International, 1962.

Linguistics and Reading, edited by Priscilla Tyler. Reprinted from the December, 1965, Elementary English. NCTE Publication.

Readability in 1968, a Research Bulletin prepared by a committee of the National Conference on Research in English, John R. Bormuth, Editorial Chairman. NCTE publication.

Linguistics and Reading, a selective annotated bibliography for teachers of reading compiled and edited by James Broz, Jr. and Alfred S. Hayes. Center for Applied Linguistics: 1966.

"The NCTE/ERIC Newsletter," Spring 1969. An information service of the National Council of Teachers of English in cooperation with the Educational Resources Information Center of the U. S. Office of Education.

"Learning to Read: The Great Confusion," Carnegie Quarterly, Summer 1967.

How Our Parents and Our Schools Help Children Read, a publication by Board of Education, City of New York, Office of District Superintendent, March 1967.

"Fifth Supplement to Selected Bibliography on Reading Problems," Special Research Project, Center for Applied Linguistics, Washington, D. C.

"Children and the Language of the Schools: Styles and Forms," Herbert Kohl, (mimeo) paper presented at the Denver Conference of the U. S. Office of Education, Tri-University Project in Elementary Education, September, 1967.

"The English Program of the USOE: Curriculum Study and Demonstration Center Materials Currently Available," a bibliography of materials available from ERIC and NCTE.

"How Teachers Make Children Hate Reading," John Holt. Reprint of November, 1967, Redbook magazine.

The Combined Paperback Exhibit in Schools, a bibliography of about 1,000 selected paperbacks from 78 publishers.

"The Running Water and the Standing Stone," by James R. Squire. PMLA, June, 1968, issue of Publications of the Modern Language Association of America.

"Criteria for Evaluating High School English Programs," by Paul H. Jacobs. Reprinted from The English Journal, December, 1968.

"An Investigation of Perceptual Training and Reading Achievement in First Grade," Carl L. Rosen, Center for Applied Linguistics.

"Basic and Applied Research in Education: Definitions, Distinctions, and Implications," John B. Carroll, Center for Applied Linguistics.

Brochures - New Publications from NCTE

Other instructional materials.

SAMPLE MEMORANDA TO PARTICIPANTS

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

MEMORANDUM TO: Participants for Sturbridge Institute

FROM: Eldonna L. Evertts, Director, NDEA/NCTE Institute for State Supervisors of English and Reading

RE: Hotel Reservations

The Institute will be held at the American Motor Lodge in Sturbridge, Massachusetts, May 5-9, 1969. The first session will be Sunday evening, May 4, between 7:30 and 8:30 or 9:00 p.m. (For exact location inquire at the desk at the Motor Lodge).

Room rates are $14.00 for a single room, $20.00 for a double room.

Reservations should be made directly with the hotel. The address is:

The American Motor Lodge
Sturbridge, Massachusetts 01566
Telephone (617) 347-9121

The American Motor Lodge will then confirm reservations directly with you. Room reservations should be made at this time.

ELE:rhg
enc. Hotel Card
Brochure

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

MEMORANDUM TO: Speakers, Guests, Participants, and others attending NCTE/NDEA Institute for State Supervisors in Sturbridge

FROM: Eldonna L. Evertts, Director

RE: Special Limousine Transportation

Transportation from Bradley Field to the American Motor Lodge has been arranged by Robert F. Kinder, the local director. He has succeeded in securing this service for you at a considerable saving over taxi or other means of transportation. (The Inn is about an hour's drive from Bradley Field). The exact cost of the special transportation will depend upon the number of persons needing this service but in any event it will be less costly than if you arranged your own transportation.

The special limousine arranged by Dr. Kinder for this Institute will be available at stated times on Sunday afternoon, May 4. Tentatively the Institute transportation departure time will be 12:00 noon, 3:00 p.m., and 6:00 p.m.

Unless Dr. Kinder hears from you well in advance, it will be impossible to arrange for transportation. If he knows how many persons to expect at various times, he can adjust the departures of the Institute limousine to accommodate the largest number of participants. Most persons will find a choice of flights into Bradley Field as it is a major airport serving many, many flights.

Failure to arrive at Bradley Field on schedule, however, means you cannot be picked up on schedule.

Limousine schedules for your return home will be arranged by Dr. Kinder during the week of the Institute.

Having this information regarding local transportation should enable you to schedule your flight at this time. Whether or not you need the limousine service from Bradley Field to Sturbridge, please send the information requested on the enclosed card before April 25 to Dr. Robert F. Kinder, 29 Wentworth Drive, East Hartford, Connecticut. 06108.

In the event you need to contact the Institute on or after Sunday, May 4, telephone the American Motor Lodge, Sturbridge, Massachusetts, telephone (617) 347-9121, and ask to speak with either Mrs. Irene Blenker, my assistant in the Institute office, or Dr. Kinder.

ELE:rhg
Enc. card

NDEA INSTITUTE IN ENGLISH AND READING
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

MEMORANDUM TO: State Supervisors of English and Reading, and others.

FROM: Eldonna L. Evertts, Director

RE: Sturbridge Participant List and Reading Questionnaires.

Many supervisors have written indicating they wanted to attend the Institute on reading, May 5-9, 1969, in Sturbridge. Others have asked whether or not they might attend if there is a vacancy. Since our first institute in Urbana, requests to attend the institutes have steadily increased. In Seattle, for example, more persons could have been accepted if we had known sooner about our "drop-outs."

Now, could we ask your help in up-dating our tentative list of participants? Please indicate on the enclosed card if you still plan to attend, want to attend, or if your situation has changed so that you cannot attend in Sturbridge. A few have written recently reconfirming their plan to attend, but this notice is being mailed to everyone (state supervisors and other guests as well as those on the waiting list) to avoid any confusion. We hope everyone will complete and return the card.

Although state supervisors are given preference, notices of acceptance after April 1 will be mailed to individuals recommended by state supervisors to attend as guests. The post mark on the application will be the basis for acceptance of guests. State supervisors may still send us names of persons to receive application forms to attend as guests. Past experience indicates openings can be expected.

In addition to the regular speakers and course instructors as stated in the original brochure, we will have as our banquet speaker, Louis Pollak, Dean of the Law School, Yale University. He will speak on the April 22, 1968, decision of the U. S. Supreme Court, a statement on censorship affecting each state supervisor and superintendent. Several state superintendents or their representatives will be present in Sturbridge and we hope your own state superintendent will be with us on Thursday and Friday, May 8-9. (The superintendents are not counted in the participant list and so do not receive stipends.)

Hotel forms, availability of ground transportation, packets, and other information will be mailed soon to those planning to attend the Sturbridge Institute.

To assist Dr. Nila B. Smith, as well as the special speakers and consultants prepare their lectures and remarks, a questionnaire is enclosed. Please complete and return it to our office.

ELE:rhg
enc. Reading questionnaire
     Attendance card

NDEA INSTITUTE IN ENGLISH AND READING
University of Illinois
57 East Armory
Champaign, Illinois 61820

MEMORANDUM TO: Participants for Sturbridge Institute

FROM: Eldonna L. Evertts, Director

RE: Study Packets

In preparation for the Sturbridge Institute, a study packet of materials has been assembled for you. In this packet you will find a number of publications and mimeographed articles which will provide background information for many of the topics which will be discussed by the course instructor and speakers.

You are invited to bring questions which you would like the speakers or consultants to attempt to answer or discuss. Any comments of your own will, likewise, be most welcome.

Remember if you plan to travel by plane, transportation is most expensive between Bradley Field and Sturbridge. Therefore, let Dr. Robert F. Kinder, 29 Wentworth Drive, East Hartford, Connecticut, 06108, know your arrival time so he can arrange for special transportation. Dr. Kinder will confirm your transportation if letters or cards reach him before April 25. When I talked to him earlier this week he mentioned he had heard from most of the participants. Now I am wondering who the "exceptions" will be!

If you have not done so yet, make hotel reservations by writing directly to the American Motor Lodge, Junction Routes 15, 20, and 31, Sturbridge, Massachusetts, 01566. Rates are $14.00 for a single room, and $20.00 for a double, plus tax.

Stipend checks will be distributed on Friday afternoon, May 9, at 3:00 p.m.

Have you checked to see if your state superintendent or his representative will be attending Sturbridge? Many will be and special sessions will be planned for them on Thursday and Friday, May 8 and 9.

The Institute will begin with a reception on Sunday evening, May 4, in the American Motor Lodge at 7:30. At this time you will receive your registration packet containing the program for the week, local information, and other materials. The Institute will close on Friday, May 9, at 3:00 p.m.

If your plans have changed and you will not be attending the Sturbridge Institute, please return this study packet. However, if you wish to keep it, please let us know and we will send you our cost of the enclosed materials.

ELE:rhg
enc.

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

MEMORANDUM TO: Participants for Sturbridge Institute

FROM: Eldonna L. Evertts, Director

RE: Reports on State Projects

Wednesday evening, May 7, has been set aside during the Institute in Sturbridge for special reports on state projects. These informal reports need not be long but should be descriptive so that others would have some idea on how a similar project might be developed, how to gain support for new projects, or even what kind of projects might be valuable.

These longer reports will not replace the informal comments on your activities that we will have on Monday morning. You may wish, nevertheless, to mention a project on Monday and then develop it in more detail on Wednesday evening. Many new persons will be with us in Sturbridge so projects previously mentioned may again be described.

Remember, no project is too small and a relatively small project can be exciting.

We are hopeful that each person will have at least one project to describe.

ELE:rhg

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

MEMORANDUM TO: State Supervisors of English and Reading

FROM: Eldonna L. Evertts, Director

RE: Your participation in EPDA

The EPDA Institute for 1969-1970 has been designed for State Supervisors of English and Reading. Because some of you may have the idea that the focus has changed, I want you to know that the major purpose is to give you, the State Supervisors of English and Reading, information, techniques, and understandings of English problems on a broader basis.

Often the emphases have been on the brighter pupil, but the real problems of the disadvantaged, the drop-out potentials, the dialectally handicapped need much more of everyone's attention.

The course of instruction and the focus of the speakers will be on the development of English and reading programs and curricula for all levels of ability. Stress will be given to providing for individual differences within the average classroom. This Institute will not be geared to an isolated population. I mention this because several of you have asked whether this Institute is narrowed for only a certain group. I feel that next year should round out a fine two-year study of English and reading for you as State Supervisors of English and reading.

If you desire further information please write me. I am looking forward to having you with us next year.

Mailing address:

Dr. Eldonna L. Evertts, Director
EPDA Institute for State Supervisors
57 East Armory Street
Champaign, Illinois 61820

ELE:rhg

NDEA INSTITUTE IN ENGLISH AND READING
University of Illinois
57 East Armory
Champaign, Illinois 61820

MEMORANDUM TO: Sturbridge Participants

FROM: Eldonna L. Evertts, Director

RE: Informal Presentation on Study Material

In Sturbridge I would like to experiment and see if we can get off to an "informal" orientation period with more sharing of ideas and free exchange of comments. Perhaps this could be initiated by a personal reaction or evaluation of publications or articles contained in the study packets. Some items are controversial so it might be possible that from a few opening comments by selected "hidden" leaders or responders a lively discussion could follow.

Would you come prepared to talk about the publication by

____?

You probably would not want to give a formal presentation but could critically analyze the publication and point out what you think the author is trying to explain, promote, persuade, etc. You might even want to validate the evidence presented by the author. Perhaps you could even get one of the other state supervisors to engage in a dialogue. A few questions might start a lively discussion. Since the focus of the institute will be reading, you might wish to slant any questions for group reaction in this direction.

Your opening comments should not take over two or three, or at the most, four minutes. If you are lucky enough to get a response, keep the dialogue active by responding. Of course, I don't want any personal feuds to develop but it can be fun to spar with ideas.

Feel free to bring in any other sources or references you wish to substantiate your views or even to raise doubts.

I'll promise to act as referee if need be.

ELE:rhg

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May 5-9, 1969

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CONCLUSIONS

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CONCLUSIONS

Introductory Statement

This section comprises separate conclusions for the Institutes held in Urbana, Tallahassee, Austin, Seattle, Sturbridge, and composite conclusions for the Institutes as a whole. These conclusions are based upon the evaluation forms submitted by participants and upon conversations and remarks by participants, speakers, staff members and others with the director. It should be stressed that conclusions in this report reflect the interpretations by the director of these statements. The reader should recognize the limitations of the following summaries.

CONCLUSIONS

The Urbana Institute

The contents of the Urbana Institute have represented rather thoroughly the opinions and thinking of the participants and staff. For that reason the writer wishes to make clear that the conclusions herein are chiefly hers alone. In terms of the objectives for the Urbana program, the following conclusions seem warranted:

The staff instructors certainly presented the latest thinking and the trends in elementary and secondary English and reading. The lecturers, too, fulfilled this aspect in curriculum planning, Negro literature, the humane approach.

As the Institute progressed the participants became increasingly eager. Their responses and informal chats with the staff indicated this point.

The group, at first, seemed to feel that a morning of instruction and an afternoon lecture or two was heavy. Later efforts were made to spread these aspects more widely.

A desire for more active participation was evident by the participants. They expressed a desire for question and answer sessions. These were incorporated later in the week.

Most of the participants urged that they be given time for small group sessions. Several of them indicated that they desired to discuss state department problems different members had in common. To the writer this seems more in keeping with the national ASEARS program. However, arrangements were made to have small group discussions related to instruction. It seems that with a dinner hour from 5-8 p. m. and an evening program that closes at 9 or 9:30 these people might well set up any small group sessions on their own to discuss problems not a part of the Institute.

The participants arranged for different lecturers and staff instructors to speak in their states. The supervisors began planning special state-wide or district meetings to help their teachers learn of the trends in English and reading. In fact, some participants indicated that hearing good speakers was a privilege too frequently denied them. The writer can only conclude that this procedure will certainly help state department supervisors "spread the gospel," the heart of this institute.

So much interest was engendered by the curriculum specialists and those sympathetic to in-service training that the writer must conclude that state problems were indirectly a part of this Institute.

The mingling of participants with Education and English leaders, the contacts with NCTE will surely have a positive effect upon the participants in their own state programs.

Definitely the participants realize the truth of the concept of a changing subject in a changing world which is, indeed, evolving. They have come to realize how the traditional approach gave way to the academic. The publication on the Dartmouth Seminar helped them to re-direct emphasis not so much on content but on the effective growth of each student. What more important duty for a supervisor or teacher than helping the young develop attitudes, humane concepts, worthwhile values, and an understanding of themselves and others. It is the big task, how, for all to take on.

It is the writer's hope that the leaders represented at the Institute help teachers become creators rather than docile followers.

CONCLUSIONS

The Tallahassee Institute

The questionnaire data supplied during this Institute have given rather fully the opinions and thinking of the participants and staff. Now the writer wishes to make clear that the conclusions herein are chiefly hers alone. Such conclusions are based upon observation of and conversations with participants, staff and instructor. Private conversations with these persons has helped also in making her decisions. These conclusions, then, seem warranted.

The staff instructor, Dr. James E. Miller, Jr., certainly appealed to the participants. He approached his teaching using techniques which were an outgrowth of the Dartmouth Conference thinking. Involvement was the high point.

This Institute started out on Sunday evening and continued throughout on a high note of enthusiasm and eagerness.

Perhaps the fact that the participants now knew the staff, each other, and the programming better, helped in starting off this Institute with so much cameraderie.

The group did not complain here, as in Urbana, that the program was too heavy. Once or twice a visiting lecturer commented that the program was intense but not so the participants--a healthy sign.

The more active participation and involvement planned for this Institute were enjoyed by the participants, the staff, and visiting lecturers.

Some of the participants urged more small group sessions. Again, one or two hoped these could be used to discuss their respective state programs. They wanted opportunity to work on them. This thinking, of course, is contrary to the objectives set up for the Institute. Noticeable was the "fewness" of those desiring this change. More small group sessions will be planned for Austin--these related to linguistics.

It was obvious that, again, the participants were eager to "do" for their states. Again, they arranged for speakers, for workshops, for disseminating information about literature.

The films, the materials of Geoffrey Summerfield, the lecture and films of Father Culkin have aroused added interest in media. Several indicated a desire to set up a plan for students to plan and make their own films.

Again, the interest expressed in various areas, the eagerness on the part of the participants to "try out" new approaches in their home states, can indicate how these Institutes are by indirection still a part of state planning.

It should be a matter of record that the involvement and participation of participants in practicums, in instruction, and in lectures certainly showed enthusiasm in their approaches to the work at hand. Since student involvement is so much a part of the Dartmouth Conference thinking, it became apparent that these participants plan to use these techniques in their state programs. They have indicated that they will urge elementary and secondary teachers to make use of involvement in their classes. Truly, this Institute reflected theory put into practice.

CONCLUSIONS

The Austin Institute

Again, as Director, may I iterate that these conclusions are mine based on observations of and conversations with the participants. The following conclusions were prepared for the Austin Institute.

The range of previous knowledge of linguistics was great. For that reason some participants felt they had a good review. Those who had not previous training in the area felt overwhelmed at times at the scientific and mathematical concepts they heard. But all paid careful attention.

The city consultants and supervisors who came with the state supervisors were all delighted with the opportunity of attending; it added to the prestigious feeling of their immediate superiors. Their excitement was contagious.

Apparently benefits will accrue from the Institute, benefits that the participants are becoming aware of at this time. Certainly they see that linguistics is a science primarily for the teacher to understand the language rather than something to teach *per se*.

A major problem for the participants is securing financial support and released time to attend professional meetings. It is to be hoped that State Departments are realizing more and more the value of such Institutes for the state supervisor.

The opinions of the participants in discussions and in question periods showed that the group was well coordinated in its opinions of the need for knowledge of linguistics. Only one participant seemed to reflect an attitude taken by some school teachers--showing his mind was closed to any idea of need for knowledge.

The exhilaration of those who are trained in and devoted to linguistics was intense. Those eager to learn were the most attentive.

The speakers presented a diversity in their lectures and discussion periods. They gave so much, so generously.

Some few still complain of full scheduling. Yet they eagerly avail themselves of late chatting and sessions with the staff. One bemoaned the fact that he had no special time set aside for touring.

The lecturers and staff personnel enjoyed the informality of the sessions. Certainly they were most generous of their time during the consultation periods, at meal time, and in the late evenings.

The participants who gave reports in Practicum sessions on some of the latest books did fine work in preparation and in delivery.

At the sessions for the planning of the EPDA Institute for 1969-1970, cooperation and interest was evident on the part of the participants. Concern was expressed for released time to attend the Fellowship Program.

No one indicated unhappiness with the physical facilities of the hotel. All seemed comfortable, happy, and delighted with the quaint old hotel.

The type of Institute, designed for state department personnel, has resulted in a rapport and a friendliness among the participants that is ever delightful to observe. One wonders whether interstate exchanges and visitation might not be one result of the Institutes.

It was gratifying that all the speakers on the program arrived on schedule, despite rainy, foggy weather that prevailed on two of the days.

The participants indicated their appreciation for the array of outstanding talent serving the Institutes and the states involved.

The Texas hospitality was ever in evidence. It did much to establish high moral and excellent rapport. The participants and staff dined together every evening.

CONCLUSIONS

The Seattle Institute

These conclusions constitute the honest opinions of the writer and are based upon observation, conversation, consultations with participants and staff, and written questionnaires.

This group seemed closer than some of the others. The fact that all lived at the airport some 10-12 miles from the cities of Seattle and Tacoma may have accounted for this, in part.

New to the Institute were some of the representatives of the western states, namely, Oregon, Montana, and Alaska. They contributed much to the sessions.

Everyone was interested in composition and rhetoric. A question most frequently asked had to do with marking of papers. The most valid answer was to accept the personal writing for its ideas; papers for audiences need revision with teacher and pupil conference.

The groups here, too, expressed opinions freely and intelligently during the question and answer periods. Only one participant seemed averse to talking. He expressed an opinion that the Washington state participants dominated and had not entertained the group as had the Texans.

The speakers were diverse in their lectures and in collision sometimes with regard to their thinking about composition. Most of the participants enjoyed this; a few were concerned.

Regretful was the failure of the state superintendents to attend. The press of their engagements and the fact that legislatures were in session seemed to be the reasons for non-attendance given by those who responded to the invitation. A few of the participants expressed the opinion that they wished their superintendents would sit in at the sessions as they felt their superiors needed the background to support their activities.

The practicum sessions for planning the EPDA Institutes for next year proceeded very well. This group discussed the issues with animation.

The Hilton Inn facilities were excellent. No one expressed unhappiness about the facilities; a very few were somewhat concerned about cost.

The banquet speaker spent her time talking about the black people and their problems. Several of the participants were concerned at her comments regarding education financing.

The hospitality of Seattle was certainly apparent the evening the group had dinner at the Space Needle. The Science building attendants stayed on an extra hour after closing time to take the group through the exhibits. Everyone was most friendly and gracious.

The weather was rainy and overcast. This, too, kept the group intact as sightseeing in the mountains was not feasible.

Watching the excitement and interest of the newcomers, one cannot help wishing it were possible for all participants to attend all the institutes. The participants are so grateful for the excellent speakers and instruction; so eager to learn all they can.

The Seattle Institute was truly a work Institute with full attendance. All lecturers attended some of the other sessions; they mingled freely.

As at other institutes, participants were busy asking speakers to appear at meetings in their home states--a healthy sign showing their eagerness to share with teachers what they had learned and enjoyed.

CONCLUSIONS

The Sturbridge Institute

These conclusions are based upon the writer's opinion formed during conversations with participants and speakers, observations, and questionnaire data.

This group was the most spontaneous and verbose. They were better acquainted by the time of this last Institute. Then, too, they were housed away from a city area in a pastoral setting.

New to the Institute was a representative from Guam.

The group was most interested in the reading problems discussed by the lecturers and the instructor. They were intrigued with the use of the projector in teaching reading.

Psycho-linguistic approaches to reading and linguistic devices for reading were eagerly sought.

At an evening session the participants reported on state projects in reading. These were of special interest to the participants.

The question and answer periods were lively and diversified.

No major difficulties were apparent. Housing was excellent. Food was good, but high in price.

The Eastern states were better represented at this Institute. Proximity to Sturbridge was such that many drove cars.

The banquet speakers held the attention of the group. Participants listened intently to the discussion on censorship and the Supreme Court decision of April, 1968.

Miss Helen O'Leary of the United States Office of Education was an observer at this Institute. Her brief talk to the group helped to answer many questions that they were eager to learn about.

The cooperation of some of the participants in assisting with the tape recorder, the projectors, and the overheads made the Institute run smoothly.

Even though the Institute was held at some distance from the airport, local participants were happy to meet incoming participants.

COMPOSITE CONCLUSIONS

The Institutes

Unique was the fact that all participants were from state departments or directly involved with them. This in turn established a cameraderie that was unusually fine.

The limitation of fifty participants per Institute resulted in a close knit Institute which gave the participants unusual opportunity to counsel with the visiting faculty and lecturers.

Each Institute was different; at each Institute different states were represented. This type of representation was national in scope. The interchange of ideas for the participants was exhilarating.

The fact that there was only a limited overlapping of attendance at the five Institutes caused some difficulty in planning an organized program. Each Institute was an entity within itself.

Because the Institutes were held in various parts of the country, it was possible for some participants to attend who would not otherwise have been able to do so.

Each Institute covered five days making it possible to present contrasting points of view. That, the participants enjoyed.

The state supervisors exchanged ideas and research materials which enabled them to re-create new plans for their respective states.

After each Institute, participants spoke of ideas they had received for organizing local institutes and workshops. Many reported later that they have conducted local programs.

The participants as a whole wanted more time to discuss local problems and projects among themselves. They wanted more time to express and react to the ideas expressed by the speakers than could be planned in the present program. Planning for future Institutes should give attention to this need. In fact, the series of EPDA Institutes planned as a sequence to this series includes special workshop sessions for the preparation of individual projects or reports by the participants.

A few of the Institute participants were sometimes negligent in constant attendance. It became apparent that checks should not be distributed prior to the last session.

Participants too often failed to notify the office when they could not attend Institutes they had signed up for. This made it difficult and sometimes impossible to assign persons on the waiting list to the Institute.

Many of the participants who wanted to attend the Sturbridge Institute and those of next year were unable to do so because of lack of travel funds, released time, and out-of-state travel restrictions.

At each Institute were participants who indicated they received adequate support from their commissioners to attend. At the same time others had to pay all their own expenses and some had to use their annual leave.

The relationship between participants and the staff, including course lecturers, practicum lecturers, speakers, consultants, and others was appropriate for the type of program comprising these Institutes.

The participants in all but one of the Institutes consistently rated the instructors higher than the lecturers. It would seem that a week long contact made for better rapport and a greater variety as well as practicality of instruction and learning. The lecturers tended to be scholarly or presented unique and advanced ideas with which some of the participants were unfamiliar.

Many of the Institute speakers were contracted by participants to visit their states as consultants or workshop leaders.

Because this Institute was cosponsored by the National Council of Teachers of English, it was possible to secure some of the foremost scholars, researchers, and teachers in the country as speakers, course lecturers, and consultants.

The study packets were selected on the basis of the topic of each Institute. Special materials not otherwise generally available were secured through the cooperation of NCTE and other professional organizations. The importance of the study packets for the participants regarding the topic of the week required not only a careful selection of materials, but a wide variety of pertinent information. The study packets have proved to be an important part of the program and should be included in other Institutes of this type.

Office assistance other than that funded by the government, including additional secretarial help, xeroxing, and duplicating were contributed by NCTE.

The nature of these Institutes is such that they involve a heavy amount of time on the part of the Director and the Institute staff. Correspondence, telephone calls, record keeping are greater for five one-week Institutes than for one five-week Institute.

It would be entirely logical for a director of this type of Institute to spend full time in its planning, organization, and implementation. The work involved requires a first-hand knowledge of all aspects of the project at all times. Therefore, even many of the daily decisions cannot be delegated to others.

Because each Institute included different course instructors, consultants, speakers, and local directors, an entirely new plan of action and implementation of each program was necessary. This included a weekly lesson plan for each course instructor, study materials identified by the instructor and speakers, preparation of study packets by the directors, questionnaires on the needs and expectations of the participants and similar details.

The service offered by the Practicum Director exceeded that outlined in the proposal. Without this volunteered help in the planning stages and later, the Director could not have performed many of the duties of the Institute. In planning Institutes of this type, adequate, continued administrative assistance is essential.

At times the variation in regulations between the University of Illinois and the U. S. Office of Education added to the office work, i. e., travel allowance by rail or plane.

The administrators at the University of Illinois with whom the Director worked directly on this project have been wonderfully cooperative and helpful.

The replacement of the administrative assistant who resigned at the end of the first semester took several months as university regulations were fulfilled. The difficulty of finding competent secretarial help for the short duration of the Institute compounded the problem.

One of the difficult tasks for the Director was to stress that checks (full stipend) could not be distributed to those who were in partial attendance. It became necessary to withhold checks until the completion of the Friday afternoon sessions.

The major weakness was the inability of state supervisors who wanted to come but were unable to do so because of lack of support by their department or state organizations. In fact, only three persons were able to attend all five Institutes and even among these individuals were two who assumed their expenses or vacation time. The problem of recruitment is not one of lack of desire to attend on the part of the supervisor, but inability to do so because of state regulations.

To attain full participation at four of the five Institutes, guests were recommended by state supervisors. These were accepted until the quota of fifty was reached. These guests gave many valuable contributions to the Institutes; notwithstanding, more attention must be given to the recruitment of state supervisors.

The series of Institutes provided an opportunity for state supervisors to meet other state supervisors and to share with each other ideas and projects. The role of the state supervisor was, consequently, recognized by many who attended as one which could be more creative and expansive than previously experienced.

Further assistance should be given to state supervisors to meet the responsibilities placed upon them. Assistance, if possible, should be extended to those participants who find it difficult to receive funds or released time to attend these Institutes.

Provision should be made to inform state superintendents of the value of these Institutes both for the state supervisor and the state as a whole and to provide budget or released time accordingly.

The objectives of this Institute were realistic and the reports of activities from the various states indicate that they have been realized. The Appendices for the final report contain the evidence for this statement.

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	Urbana	Tallahassee	Austin	Seattle	Sturbridge
Alabama	S	S G	S G	-	S
Alaska	-	-	-	S	-
Arizona	-	-	-	-	S
Arkansas	-	-	-	-	-
California	S	S	S	S	S
Colorado	S	-	-	-	-
Connecticut	S	-	-	-	S G
Delaware	-	-	-	-	S
District of Columbia	S	-	-	-	S
Florida	S	S G	S	-	S
Georgia	-	S G	-	-	S
Guam	-	-	-	-	S
Hawaii	S	-	-	S	S
Idaho	-	-	-	S	-
Illinois	S	-	S	S	-
Indiana	-	-	-	-	-
Iowa	-	-	-	-	S
Kansas	S	-	-	S	S
Kentucky	S	S	S	-	S
Louisiana	-	-	-	-	-
Maine	-	-	G	-	G
Maryland	S	S	S	S	S
Massachusetts	S	S	-	-	S
Michigan	-	-	-	-	S
Minnesota	S	-	-	-	S
Mississippi	-	-	S	S G	G
Missouri	S	-	S	-	-
Montana	S	-	-	S G	-
Nebraska	S	G	S	S	S
Nevada	S	S	S G	S	S
New Hampshire	S	-	-	-	S
New Jersey	S	-	-	-	S

S State Supervisors
G Guests

States	Institutes				
	Urbana	Tallahassee	Austin	Seattle	Sturbridge
New Mexico	-	-	-	-	-
New York	-	-	S G	-	S
North Carolina	S	S	S G	-	S
North Dakota	S	-	S	-	S
Ohio	S	-	-	-	S
Oklahoma	-	-	-	-	-
Oregon	-	-	-	S	-
Pennsylvania	S	S	S	-	S
Rhode Island	S	-	-	-	S
South Carolina	S	S	S G	-	G
South Dakota	-	-	-	-	-
Tennessee	-	S	S	-	S
Texas	S	S G	S G	S	S
Utah	S	S	S	S	S
Vermont	-	-	-	-	-
Virginia	-	S	-	-	-
Washington	S	-	-	S G	-
West Virginia	-	S	S	-	S
Wisconsin	-	-	-	-	-
Wyoming	-	-	-	-	-

S State Supervisors
G Guests

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Oklahoma
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APPENDIX B

Samples of Kinds of Correspondence

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LETTERS TO HOTEL REPRESENTATIVES

NDEA INSTITUTE IN ENGLISH AND READING
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January 23, 1968

The Holiday Inn
Highway 27
Tallahassee, Florida

ATTENTION: Sales Manager

Dear Sirs:

The Holiday Inn has been suggested as a possible site for the NDEA/NCTE Special Institute for State Supervisors of English and Reading in Tallahassee. The Institute will convene on Sunday evening, December 8, 1968 and conclude late Friday afternoon, December 13, 1968. The local chairman for the Institute to be held in Tallahassee is Mr. Rodney P. Smith.

The Institute will be attended by about fifty state supervisors from all the fifty states plus speakers and consultants. Although the Institute is supported by a grant from the U. S. Office of Education, the participants will pay their own travel, meal, and hotel expenses. Therefore, it is hoped that the rates will be as reasonable as possible. We will send you the names of the participants as soon as they are accepted in the institute. Will you send each one a confirmation of his room reservation?

For the Institute we will need a room large enough to accommodate the fifty participants plus institute staff and visitors. Ample space will be needed to permit easy access to the reference books and study materials which will be placed on tables in the back or side of the room. The room should be suitable for showing motion picture film. Seating should be classroom style with table space for writing.

Before we can make a decision as to whether or not the Holiday Inn will be able to meet our needs, I need the information requested on the enclosed form. A decision will be made shortly by our planning committee so an early response will insure consideration of the Holiday Inn.

Sincerely yours,

Eldonna L. Evertts
Director

ELE pg
enc.

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

June 6, 1968

Mr. George H. Schofield
Assistant Manager
Seattle Hilton Inn
Seattle-Tacoma International Airport
Seattle, Washington 98188

Dear Mr. Schofield:

This letter is to reconfirm the phone call made to your office on June 5, 1968. We are changing the dates for the NDEA Institute for State Supervisors of English and Reading from March 17-21, 1969 to March 2-7, 1969. This change has been prompted by the altering of meeting dates by a national organization, ASCD, which many of our participants will also be attending.

The facilities which we require for our institute remain the same. Please send confirmation of these new dates. A card is enclosed for your convenience.

Sincerely,

Eldonna L. Evertts
Director

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NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

June 24, 1968

Mr. Joseph Skarani, Manager
American Motor Lodge
Sturbridge, Massachusetts 01566

Dear Mr. Skarani:

We are pleased to note that the American Motor Lodge is available for the NDEA/NCTE Institute for State Supervisors of English and Reading which will be held from Sunday evening, May 4, to Friday afternoon, May 9, 1969. Your promptness in returning the information sheet is appreciated. However, there are some details which still must be carefully considered.

First, the rate for single rooms seems rather high. Since nearly all of our participants will be paying their own expenses, it is necessary that room rates be as reasonable as possible. Would it be possible to have a special rate for this Institute?

The question of a $15 charge for the room on Sunday evening and the $50 charge for the general meeting room pose a major problem. We usually find when planning the NCTE Spring Institute in Elementary Language Arts and other NCTE sponsored activities that general meeting rooms are furnished on a complimentary basis. This has been common practice even in the larger cities where space and labor are both at a premium. However, since this Institute has been planned under the auspices of the U. S. Office of Education, there is no possibility of using any funds in our budget for this type of expense. Would it be possible for the American Motor Lodge to waive these costs?

Could you give me additional information as to the nearest airport or the airport offering better service? You mention that there is a small charge for pick-up arrangements. What is that--per person or per car? An estimate at this time would be most helpful.

We hope that the above items can be satisfactorily resolved and that further plans can be completed for the meeting in Sturbridge.

Sincerely yours,

Eldonna Evertts
Director

ELE:meg

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J. N. HOOK
University of Illinois
Chairman

August 26, 1968

Miss Margarine Geistweidt
Director of Sales
DRISKILL HOTEL
P. O. Box 1609
Austin, Texas 78767

Dear Miss Geistweidt:

The receipt of your letter of June 26 and one from William Grasty on August 6, together with the information sheet, has made it possible for us to reach a decision on the site of the NCTE/NDEA Institute to be held in Texas. We feel quite sure that the Driskill Hotel will be able to accommodate the Institute for State Supervisors of English and Reading to be held in Austin Sunday evening, February 2, through Friday afternoon, February 7, 1969. Consider this letter as a confirmation of the Institute dates.

For the conference, the following facilities and services will be needed. Charges are based upon the form submitted with your letter of June 26 and previous correspondence.

1. Three conference rooms--the Travis Room, the Colonial, the Civic Room. Furniture arranged informally, perhaps 10-15 chairs around a large table with additional chairs available. Ice water and chalk board in rooms.

2. A large conference room for a group of 50-65 persons arranged in classroom style to be available throughout the institute, Monday through Friday. Room permanently set up during the conference for speakers and panel presentations: rostrum, long table, lectern with light, speakers, microphone, chalk board, and chairs. Three six foot tables in rear of side of room for curriculum and library display. The Maximilian Room has been assigned for this purpose.

3. Institute office from Saturday, February 1 through Friday night, February 7. The Jim Hogg suite or the Provincial suite has been suggested.

National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 / Tel. (217) 352-0523

4. A hospitality room to be available throughout the conference other than Sunday evening for informal gatherings and discussions, especially after 8:00 or 9:00 in the evening. Would one of the conference rooms serve this purpose, such as the Colonial Room?

5. A room suitable for registration and a reception on Sunday evening beginning at 7:00 p.m. What room would be suitable for this type of activity? Could it be set up with small tables and chairs where the participants could visit? A long table to seat six will be needed by the registration staff.

6. A microphone in the large meeting room.

7. Three or four small microphones for panel sessions in the large conference room, Monday through Friday.

8. Chalk boards in the large meeting room and small conference rooms.

9. Use of a typewriter.

10. Use of duplicating facilities.

11. Use of motion picture screen throughout the conference.

12. Coffee service during the 10:00 morning break and at any other specified times--arrangements to be made by Mr. Grasty. If it is decided to have coffee available, it must be ready to serve at 10:00. However, since there will be a speaker up until this time, the preparation must be quiet.

13. Ice water in conference room (speakers table and participant tables) in large meeting room daily.

14. Four six foot tables in the large meeting room, available throughout the conference for curriculum and library display materials.

15. Transportation to and from the airport for the participants, consultants, and staff members staying at the hotel will be furnished by the Driskill. The Institute office will try and give the hotel an estimate of arrival times to facilitate and coordinate the transportation.

16. The rates for the single rooms will be $10.00 and the rates for the twin rooms will be $16.00. Is there a sales tax or other expense? The Driskill will furnish hotel reservation cards (65) to the Institute which in turn will send them to the participants. These cards will be returned by the individuals to the hotel. The hotel will then confirm the reservations and room rates directly to the participants.

17. Arrangements for the cocktail party and banquet on Thursday evening, February 6, will be made by William Grasty.

18. A banquet has been scheduled for Thursday evening, February 6 at 6:30 p. m. Arrangements for this function will be made by Mr. Grasty. About 60 persons will attend the banquet. There should be a head table with speakers' rostrum. Small tables should be arranged with six to eight persons at a table.

19. Can motion picture films be shown in the banquet room after the dinner?

20. The selection of the dinner menu will be made early in 1969. Please forward menus when they become available.

21. What hour is checkout time? Can arrangements be made for a later checkout on an individual basis?

22. When must the dinner count be turned in to your office for the Thursday night banquet?

Please confirm the dates, facilities, and services of the hotel as stated in this letter by returning the enclosed postal card. If there are any problems, please contact me as soon as possible. Or if you have any questions, please contact me as soon as possible.

We are looking forward to holding the NCTE/NDEA Institute for State Supervisors of English and Reading at the Driskill Hotel February 2-7, 1969. I anticipate a fine institute in your hotel.

Sincerely yours,

Eldonna L. Evertts
Director of NDEA Institute

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

October 3, 1968

Mr. Gus Radebaugh
The Urbana Lincoln Hotel
Urbana, Illinois 61801

Dear Mr. Radebaugh:

The NDEA Institute for State Supervisors of English and Reading has made arrangements to hold a dinner on Thursday evening, October 17, at 6:45 p.m. in the Colonial Room of the Urbana Lincoln Hotel. The following items have been selected for the menu:

Appetizer:	Fresh fruit cocktail
Entree:	Broiled breast of chicken stuffed with wild rice
Choice of Potato:	Baked
Vegetable:	New peas with mushrooms
Salad:	Waldorf
Dessert:	Chocolate chip pie

We understand that the $5.00 price includes the use of the dining facilities, sales tax, and gratuity.

This dinner will include approximately sixty (60) people. An exact count will be phoned to you on Tuesday, October 15.

In addition to the banquet we would like to hold a cocktail hour in the Colonial Room from 5:30 to 6:30 p.m. Please set up a cash bar in the room.

If there are any questions concerning the menu, the room, or the arrangements, please feel free to call me at 333-6593.

Sincerely yours,

Eldonna L. Evertts
Director

ELE:pg

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

October 8, 1968

Miss Lori Pilgrim
Chief Clerk
165 Illini Union, East

Dear Miss Pilgrim:

I would like to confirm the arrangements we have made for the week of October 13-18, 1968. The following rooms have been assigned to us for that week:

Sunday, October 13	General Lounge 210,	6:00-10:00 p.m.
Monday, October 14	General Lounge 210,	6:00-10:00 p.m.
Monday through Thursday October 14-17	Room 314A	8:00 a.m.-10:00 p.m.
Monday, October 14	Rooms 275, 277, 279	1:00- 6:00 p.m.
Tuesday,October 15	Rooms 269, 273, 275	1:00- 6:00 p.m.
Wednesday,October 16	Rooms 275, 277, 279	1:00- 6:00 p.m.
Thursday,October 17	Rooms 261, 263, 267	1:00- 6:00 p.m.

In the small conference rooms we only need a table and a few chairs.

In room 314A we would like the following facilities:

1. Unless otherwise indicated, the room should be set up with a raised speaker area centered in the room to the north, windowed wall.
2. A table on the speaker's platform which will seat five people. There should be a lecturn with light on the table and a microphone for the speaker. At least two additional mikes at no additional charge will be needed for use during the following times:

   Panel discussions, Tuesday, 3:00-4:30 p.m.
   Wednesday, 3:00-4:30 p.m.

3. There should be tables and chairs in classroom style which can seat an audience of fifty (50) people facing the speaker platform.

4. Equip the platform with a chalk board, chalk and eraser.

5. At the west end of the room we would like a large bulletin board so that we might display some of our materials.

6. Set up a large table with tablecloth at the west end of the room for display materials.

7. Set up a second table for useby staff throughout the institute.

8. Provide a movie screen which might be used throughout the week.

On Wednesday evening, October 16, 8:00-10:00 p.m., we would like a change in the facilities of room 314A. Please set up the room as follows:

1. Set up the room informally with thirteen (13) small square or round tables each surrounded with six (6) chairs.

2. We will not need a raised platform, but will need the large table with tablecloth and the extra table.

3. An additional table with tablecloth will be needed for serving coffee. Coffee to be charged to Eldonna L. Evertts, #1108 Colonial Room account.

The following arrangements should be made for room 210 on Sunday, October 13:

1. The room should be set up informally, however, there should be adequate seating for forty (40) people.

2. Near the west entrance facing the doorway, we will need two tables and four chairs for registration purposes.

Arrangements for room 210 Monday night, October 14:

1. Set up a raised speaker platform with a table with three chairs to the east end of the room. A lectern with light should be on the table.

2. A microphone is needed for the speaker.

3. Provide chairs for an audience of fifty (50).

If there are any questions regarding these arrangements, please call me at 333-6593.

Sincerely yours,

Eldonna L. Evertts
Director

ELE:rhg

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

March 20, 1969

Mr. William F. Allen
Director of Sales
The Hilton Inn
South 176th and Pacific Highway South
Seattle, Washington 98188

Dear Mr. Allen:

Let me express my personal appreciation as well as that of the members of my staff for the splendid assistance and consideration you extended to us during our recent conference at the Hilton Inn, at Sea-Tac. The large meeting room, conference rooms, hospitality room, and office suite represent only a portion of facilities we enjoyed. Of prime importance was your own cooperation and helpfulness.

Thank you for your contribution to the success of the NCTE/NDEA Institute for State Supervisors of English and Reading.

Sincerely yours,

Eldonna L. Evertts
Director

ELE:rhg

B-2

LETTERS TO DIRECTORS

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

August 27, 1968

MEMORANDUM TO: Assistant Directors for NCTE/NDEA Institutes for State Supervisors of English and Reading

FROM: Eldonna L. Evertts, Director

Subject: Checklist

During the first institute in Urbana, we are planning to meet and go over the tentative schedule. At that time we can make adjustments and any changes that seem necessary.

The attached checklist may be of some help to you as you go through the schedule and think of tasks or activities associated with each aspect of the program. All items will not necessarily relate to each institute. Likewise, you may have other items which apply only to your situation. Several chairmen have already checked on a number of the items which can be done now.

To save time, comments may be made in the margins. Mail your comments now if you wish to answer prior to the institute in Urbana, but be sure to bring a copy with you in October.

ELE:bg
Enclosure

NDEA INSTITUTE FOR STATE SUPERVISORS
OF ENGLISH AND READING

Checklist for Assistant Directors

1. Name two persons to serve as members of the reception committee and to assist in serving coffee on Sunday evening, 7:00 to 9:30. Names will appear in program. Participants should be encouraged to visit and get acquanted.

2. Appoint representative to receive, handle, and return NCTE display materials. This person should be in charge of material at all times. Give us his name and complete address as soon as possible so the materials can be shipped at an early date. Instructions accompany the display.

3. Send the names of any special guests (position, title, and address) which should appear on the program to us.

4. Contact local chamber of commerce for material to distribute to the participants at time of registration. Suitable items would include maps, places of interest, transportation schedules, good eating places, etc.

5. Get together information, brochures, etc. on sightseeing trips in your area prior and following the Institute. These should be mailed not later than one month before the Institute to participants. If sent to Champaign six weeks before Institute, they will be included in study packets.

6. Secure motion picture projector (16mm) and tape recorder (mikes, extention cord, adapter plug) for use throughout the week. These can be stored and locked in Institute office at the hotel during the Institute.

7. Select person to receive and return films which will be mailed for me during the Institute. Give us the name and complete address of this person. Perhaps this person can also operate the equipment.

8. Plan program and menu for Thursday night banquet in cooperation with Institute office. Check with this office to determine whether arrangements for a speaker have already been made.

9. Plan to attend the staff meeting planned for Sunday evening when the Institute is in your area. This meeting will probably be held in the Institute headquarters. The time will be announced by the Director.

10. Plan to meet each morning with the Director in the Institute headquarters, at which time the plans for the day will be cleared. It may be possible to have breakfast together.

11. Be familiar with the local hotel or motel. Specific arrangements have been made with them, and these should be in your area of knowledge. You have been receiving carbon copies of all letters related to your Institute.

12. Be prepared to act as host throughout the Institute. You will also be asked to introduce special speakers.

13. Submit an evaluation report following your Institute. You may wish to take notes of participant reaction, to help evaluate the effectiveness of the Institute.

14. Make arrangements for a cash bar for the Thursday night banquet.

15. Make arrangements for coffee breaks. Possibly the participants can be charged a coffee fee at registration time or the participants may buy their own coffee in the hotel coffee shop.

16. Be prepared to furnish or arrange transportation to and from the airport for consultants and speakers.

17. Plan to stay at the hotel during the Institute. Remember to return hotel request forms.

18. Send, well in advance, to Champaign any names to appear on program.

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

September 30, 1968

Dr. Mary L. Mielenz
3201 South 30th Street
Lincoln, Nebraska 68502

Dear Mary:

I wonder if you can arrange to come into Champaign a week or ten days early in order that we can get the materials sorted and make the final decisions for our first Institute? Have you had a chance to look at the draft of the program we mailed several days ago? Besides the formal aspects of the program, we should give some thought to informal social affairs. What do you think of a dinner at my home for my participants?

I do like the Evaluation Questionnaire you sent. These have been mimeographed and are ready to go.

During the institute you will have an air-conditioned room at the Illini Union. (It is a good one--I selected it myself). Do you think you could put up with a week on the sofa in my den before moving to the Union? (It is free).

Sincerely,

Eldonna L. Evertts
Director

ELE:rhg

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

November 12, 1968

Mr. Rodney P. Smith
Executive Director
Division of Curriculum and Instruction
State Department of Education
Tallahassee, Florida 32304

Dear Rodney:

Sometimes I wish telephone operators were not as efficient as the one was last week when you reached me in Akron! Your message was discouraging, but I believe that I have now worked out some kind of re-scheduling to maintain the local color which you are attempting to bring into the Institute.

Since returning to the office on Monday, I have made some changes in the program, but until all is confirmed by speakers and others that are involved, I will not mail a new program. Suffice it to say, I talked to Paul Olson Monday evening and he thinks he can speak on Tuesday at 1:00 p.m. Tomorrow morning I will phone Arnold Lazarus to see if he can speak on Monday evening at 8:00 p.m. That would leave Monday afternoon for a practicum which is fine since the participants wanted more time for discussion. This rearrangement would free Thursday afternoon for the trip to Panacea.

In the meantime, you should probably cancel any plans which have been made for Monday and reschedule these for Thursday or the banquet night. Has bus transportation been confirmed for Thursday? Has the restaurant agreed to our coming on Thursday evening? Will the museum be open Thursday afternoon? Will there be any formality following dinner? How should this now appear on the program?

If there is any doubt or if you foresee any other problems regarding Thursday, please let me know immediately. With the Milwaukee convention only two weeks away, the Institute program should be firm within the next week. The program will need to be printed during the convention since there will not be time in December.

Sincerely yours,

Eldonna L. Evertts
Director

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A SPECIAL NDEA INSTITUTE FOR STATE SUPERVISORS OF ENGLISH AND READING

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

January 2, 1969

Dr. Mary L. Mielenz
3201 South 30th Street
Lincoln, Nebraska 68502

Dear Mary:

I hope your holiday was a fun one and that you found time to develop the questionnaire for obtaining data for next year's EPDA Institute. We will distribute these at Austin, Seattle and Sturbridge. We will want to give special attention to those topics mentioned in the proposal.

I was happy to receive the study guide questions for Seattle and Sturbridge which you plan to use in the discussion sessions.

Sincerely,

Eldonna L. Evertts
Director

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NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

314

January 15, 1969

Dr. Mary L. Mielenz
3201 South 30th Street
Lincoln, Nebraska 68502

Dear Mary:

The work has piled up so rapidly that I do wish you could come in early to get lined up for Austin and the Institute there. Since I will be leaving Austin directly for Washington and the meeting on new EPDA programs, we should plan as many details for the Institute as we can before its opening.

Right now I am swamped with so many letters to write. I am still amazed at the correspondence the present project requires. When you come here we will want to work on the brochure and other matters for the EPDA Institute for 1969-1970.

Since linguistics is so new to some of our people, can you devise a questionnaire that will help Dr. Harold Allen know more about the backgrounds and needs of the participants? This we need immediately.

Oh, yes, I am not funded to bring you here, but I can offer you a room in my home and your meals. And you won't have to do the dishes!

Sincerely,

Eldonna L. Evertts
Director

ELE ib

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

January 30, 1969

MEMORANDUM TO: Thomas L. Barton, Assistant Director
NDEA Institute for State Supervisors of English and Reading

FROM: Eldonna L. Evertts, Director

SUBJECT: Check list for Seattle Institute

Item #1: I am trying to rush the program for Seattle so that it will be available for distribution to the speakers well in advance of the Institute, and also to be able to incorporate the new sessions for the state superintendents just as soon as final word is received from Washington. For the preparation of the final program, I need the names of the two persons to serve at registration on Sunday evening during the reception from 7:30-9:00 p.m. One of these persons should also be available for registration on Monday morning. Names will appear in the program if they are received soon in our office. Also let me know if you would prefer other registration hours since you have checked the hotel and know the local situation. The hotel had previously agreed that the Cascade Room would be available for the reception beginning at 7:00 p.m. on Sunday evening. They will have an informal seating arrangement. The decision as to whether or not to serve coffee will rest with you.

> I HAVE ASKED TWO OF THE LOCAL PARTICIPANTS TO SERVE AS REGISTRARS SUNDAY EVENING INSTEAD OF SEEKING TWO ADDITIONAL PERSONS FOR THAT JOB. IF IT IS NOT TOO LATE TO LIST THEM IN THE PROGRAM THEIR NAMES ARE:
>
> MRS. JULIETTE BLOOMER, MR. JOHN LEONARD
>
> I HAVE ASKED THAT THEY MEET WITH YOU AND ME SUNDAY AT 6:00 p.m. IN ORDER TO GO OVER REGISTRATION PROCEDURES. IF YOU FEEL THEY SHOULD BE THERE EARLIER PLEASE LET ME KNOW SO I CAN RESCHEDULE THEM.

Item #2: If you have not done so, you will want to consider the appointment of someone to receive, handle, and return NCTE display materials. This person would be in charge of the materials at all times. Two persons should probably be assigned to handle the display so that they can rotate during the noon hour and not have to pack and repack materials for short periods. Someone should plan to be with the display at all times. The books can be stored in the Institute office at night. The person in charge could be a staff person, teacher, etc. who would not be eligible as a participant or for a stipend, but who could attend in the capacity of a librarian. This would give them the privilege of listening to all lectures and engaging in the discussion. They could elect to attend or not attend the banquet on the same basis as the participants. The display would be in the main meeting room, but there would not be a display at the banquet. Originally, I had planned to send the material to your office, but since Olympia is some distance from Seattle, I will have the material sent to the Hilton Inn and held there for the Institute.

> YOU HAVE ALREADY RECEIVED THE NAMES OF CHARLES BLONDINO AND DON BELL AS THE PERSONS IN CHARGE OF THE NCTE DISPLAY MATERIALS. I HAVE ASKED THAT THEY REPORT MONDAY MORNING AT 8:00 SINCE WHATEVER WAS SET UP ON SUNDAY NIGHT WOULD SIMPLY HAVE TO BE TAKEN DOWN AGAIN BEFORE THE MONDAY SESSION ANYWAY. IF YOU PREFER SOME OTHER ARRANGEMENT HERE, LET ME KNOW.

Item #3: Send the names of any special guests (position, title, and address) which would appear on the program. Please send names and titles of any other persons who should be included on the program--a staff assistant, a secretary, etc.--.

> IF POSSIBLE, YOU SHOULD LIST ON THE PROGRAM MY SECRETARY, MRS. RHODA PIGMAN, FOR THE WORK THAT SHE HAS DONE FOR US PREPARING FOR THE INSTITUTE.

Item #4: Contact a local Chamber of Commerce for material to distribute to the participants at the time of registration. Suitable items should include maps, places of interest, transportation schedules, good eating places, etc. Your own ideas should be followed here.

> WE HAVE CONTACTED THE SEATTLE VISITORS AND CONVENTION BUREAU FOR SUITABLE MATERIALS WHICH THEY WILL SEND TO ME FOR INCLUSION IN THE PARTICIPANTS' PACKETS.

Item #5: Get together information, brochures, etc. on sightseeing trips in your area. These might be mentioned during your opening remarks. If this is not appropriate, give enough information so that participants will have some idea of where they are and the history of the Pacific Northwest.

> INFORMATION AND BROCHURES ABOUT THE PACIFIC NORTHWEST AND WASHINGTON STATE HAVE ALSO BEEN SECURED FOR THE PARTICIPANTS.

Item #6: Secure motion picture projector (16 mm) and tape recorders. (mikes, extension cord, adaptor plug) for use throughout the week. These can be stored and locked in the Institute office at the hotel during the times when the Institute is not in session. Perhaps you can send me the name of an audio-visual man for listing in the program who will be available for use in the showing of the films. At Tallahassee we had some last minute requests from speakers, so perhaps the audio-visual specialist should be alerted to what might be requested at the last moment. At this time, I do not know what will develop during the Austin Institute, but I will certainly share with you any insights which might become apparent. If you have any special films on composition or related areas (films on teaching the disadvantaged also would be appropriate for this particular institute) which you would like to show, these could be added some evening to the program. However, not knowing the local staff or your facilities in the Seattle area, I will leave these arrangements to you. However, there will still be time to include information on the program if all the information reaches me soon.

> AUDIOVISUAL EQUIPMENT WILL BE AVAILABLE THROUGHOUT THE INSTITUTE. I DO NOT HAVE ANY RECOMMENDATIONS OF MATERIALS FOR SHOWING.

Item #7: The menu for Thursday night's banquet should be planned soon. I wrote you a letter earlier this week regarding the cost of the banquet for the tickets to be purchased by superintendents. The cost of meals varies so much from one section of the country to another that it is quite difficult to set any definite figure. So again, we will leave this matter largely up to you.

> WITH YOUR PERMISSION I WILL SELECT THURSDAY NIGHT'S BANQUET MENU ON FEBRUARY 17 WHEN I HAVE SCHEDULED A MEETING WITH THE HILTON INN MANAGEMENT. I FEEL SURE THAT THE PRICE YOU HAVE QUOTED TO THE SUPERINTENDENTS CAN BE ARRANGED.

Item #8: Plan to attend the staff meeting on Sunday evening, 6:30-7:30 in the Institute office.

> YES.

Item #9: Plan to meet with the other staff members for breakfast each morning at which time the plans for the day will be cleared. This seems the best way for everyone to keep abreast of activities. We can set a time for these breakfasts when we meet together on Sunday evening.

> YES.

Item #10: I think that you are already well familiar with the Hilton Inn. I have tried to remember to send you a carbon copy of all the letters relating to the Institute. Actually, I have not heard from the hotel recently, but I assume that all is in order.

ALL SEEMS TO BE IN ORDER.

Item #11: Be prepared to act as host throughout the Institute. You will also be asked to introduce special speakers. If you think you will be unable to do so as listed in the tentative schedule, please let me know. I do not want to intrude altogether on your time and generosity, but I also am anxious to have the best talent available in key places on the program.

I AM AT YOUR SERVICE.

Item #12: I know that you have already given considerable attention to the cash bar for Thursday night. This probably can remain as you had previously worked it out.

I WILL CONFIRM THESE ARRANGEMENTS AT THE FEBRUARY 17 MEETING MENTIONED ABOVE.

Item #13: I shall look forward to hearing how you have planned the coffee breaks.

GOOD.

Item #14: I regret that the Hilton Inn is located so far from Olympia that it will be necessary for you to stay at the hotel.

AS I WILL HAVE A STATE CAR ASSIGNED TO ME FOR THE WEEK, THE TRAVEL EXPENSES WILL BE A LITTLE EASIER TO HANDLE.

Item #15: May I suggest that you have a special person assigned to collect the money for the banquet, travel, coffee, or any other expenses which you anticipate the participants will have. Will there be any facilities to handle quickly any duplicating or xeroxing which may be necessary as the course instructor or speakers meet with the participants? I really do not think this will be any major problem, and we will certainly discourage the service, but if a need should arise, will there be any way that this might be handled?

Two copies of this letter are included. One is for your files and one is for your notes which can be mailed to me. I hope that the wide margins and extra spaces will save you time.

Sincerely,

Eldonna

Item #15:

I ASSUMED ANY COLLECTION FOR BANQUET, TRAVEL, COFFEE, ETC. WOULD BE HANDLED BY THE TWO PERSONS SERVING AT THE REGISTRATION TABLE. IF YOU FEEL A THIRD PERSON NEEDS TO DO THIS, LET ME KNOW. AS FOR INSTANT DUPLICATING SERVICES, I AM ASSUMING WE CAN GET ASSISTANCE FROM LOCAL SCHOOL DISTRICTS IN THIS REGARD BUT WILL CHECK IT OUT IN ADVANCE.

Item #16:

COPIES OF THE TALLAHASSEE AND AUSTIN PROGRAMS HAVE ARRIVED. I LOOK FORWARD TO SEEING A DRAFT COPY OF THE SEATTLE INSTITUTE.

Item #17:

DO YOU WANT ME TO NEGOTIATE WITH THE HILTON INN ON THE TWO-WEEK-PRIOR-RESERVATION-NOTICE-CUT-OFF DATE? IF I HEAR AFFIRMATIVELY FROM YOU BY THE 17TH, I WILL ATTEMPT TO DO SO.

I WILL MEET YOUR 12:05 p.m. PLANE AT SEA-TAC.

TOM

TEXAS EDUCATION AGENCY **AUSTIN, TEXAS**

78711

- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

MEMORANDUM

TO: Eldonna Evertts

FROM: Dorothy Davidson

DATE: February 26, 1969

SUBJECT: Report of Assistant Director, NDEA Institute.

As Assistant Director for the NDEA Institute for State Specialists in English and Reading, Austin segment on Language, I had the following responsibilities:

> Located accommodations for program and participants; assisted in negotiations for these accommodations.
>
> Communicated with participants concerning local arrangements, and local area trips, which could be a part of the participants' experience.
>
> Arranged for newspaper coverage.
>
> Prepared for activities to support the Institute program: reception, no-host dinners, transportation to and from airport by local committee, and other such arrangements.
>
> Arranged for audio-visual equipment and materials, secretarial and clerical service, duplication of materials, and personnel for handling the display of materials.
>
> Served during the Institute in day-to-day Institute planning and in caring for individual needs of participants.
>
> Closed out the Institute at the local level--returning materials and equipment, paying bills, thanking local personnel who assisted.

The Austin staff, Texas Education Agency, had anticipated the Institute for at least two years, but specific arrangements could not, of course, be made until much closer to the actual dates. The Assistant Director formed a committee of local English and Reading staff members, Texas Education Agency, to plan and carry out those responsibilities assigned by the Director (see Director's memorandums) and to generate additional activities which the committee felt would unify the participants. Because the Institute was held in Austin, where The University of Texas staff had been particularly helpful to state department personnel, social activities were planned to bring these University people together with Institute staff and participants. One evening dinner and reporting session was planned at The University of Texas Alumni Center. In addition, State department personnel not enrolled met with Institute people in social activities. The influence of the Institute program was broadened significantly by these arrangements.

The Assistant Director heard most of the lecturers, moved about among small meetings, visited with participants during free time, coffee breaks, and mealtime. These informal times afforded opportunity for sensing reactions, interests, and needs, and caused changes in scheduling or other actions which increased the effectiveness of the program.

Because the Assistant Director was actually a state specialist, a co-worker with participants, these opportunities for informal exchange during the week served to strengthen friendships and professional relations. Ideas for future meetings and activities of the Association of State Reading and English Specialists were generated. Implementation plans for language instruction in the home states of participants should go forward more quickly and more easily because of the common purpose which the Institute developed and which ASEARS can further.

Meetings of participants again at the International Reading Association and at the National Council of Teachers of English will further the exchanges of the Institute and stimulate implementation of plans begun at the Institute.

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

April 6, 1969

Dr. Mary L. Mielenz
3201 South 30th Street
Lincoln, Nebraska 68502

Dear Mary:

In our telephone conversation last evening I was delighted to know that the questionnaires for the participants to answer, relative to their reading background and experience, are ready.

A copy will be sent to Dr. Smith for comments or suggestions prior to their distribution. We will need to get these out soon so the results will be available for us before the institute.

Sincerely,

Eldonna L. Evertts
Director

ELE:rhg

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

April 11, 1969

Dr. Robert F. Kinder
English and Reading Consultant
State Department of Education
P. O. Box 2219
Hartford, Connecticut 06115

Dear Bob:

This letter is being typed with wide margins permitting a reply from you without the necessity of dictating a long letter. I shall try to bring you up-to-date on the current status of the Sturbridge program and perhaps you can fill me in on the areas which still need clarifying. Some items may not especially apply to Sturbridge since each institute is indeed most unique but as each institute was held the staff noted more and more details which needed to be explained, defined, noted, or investigated.

Pre-Planning: Sturbridge Institute

1. Packet materials: Ralph Staiger of IRA will send you publication lists, flyers, etc. Please bring these to Sturbridge where they will be inserted in the registration packets on Saturday or Sunday.

2. Stuffing packets: Bring any other materials, Chamber of Commerce information, etc., which you have collected with you and these can be inserted in the registration packets by Mrs. Blenker. Probably packets should be stuffed as soon as possible after her arrival so she will be available for emergency transportation assistance.

3. Arrival of staff: Dr. Mielenz, Mrs. Blenker and I expect to arrive at Bradley Field on Saturday, May 3, on UN 340 at 1:57 p.m. I will be going directly from Kansas City to Connecticut from IRA. We plan to pick up a car and drive to the American Motor Lodge. This will give us an opportunity to get settled before the Institute begins on Sunday. When do you expect to arrive in Sturbridge?

4. Transportation: The memorandum on "Special Limousine Transportation" with return cards to you have been mailed from our office. You probably have already received some cards.

5. Transportation for speakers: Speakers who plan to arrive on Sunday and use the special transportation you arranged should pay the same fare as participants. They can add this to their travel expense. Speakers who arrive later in the week can be picked up in the rental car or other means we might think more appropriate, depending on time and local circumstances. There could be a slight mix-up on the return of speaker cards to you or to our office. For this scheduling we must be sure to send each other any information either one of us should receive. Perhaps a chart can be devised for the Institute office to store this information and to arrange driving schedules.

6. Travel for superintendents: We will try to offer as much assistance as possible to the superintendents. I have not written them yet but I am hopeful we can pick them up at Bradley Field as we return some of the speakers. The portion of the program for superintendents begins on Thursday at 1:00 p.m. Those wishing transportation from Sturbridge to the airport can use the pattern of departures arranged for the participants. I will send you a copy of the letter I send the superintendents but in the meantime send any suggestions which will assure us of a smooth plan of operation.

7. I have not received any letters from the funeral director or Mrs. Beaudelais regarding transportation service for the participants. Since you have had frequent contacts with him I am sure you foresee no problems. Have you a definite financial arrangement per trip or per person? Last October the cost was listed as $25.00 per trip for seven passengers. Have you planned to have receipts for participants needing these?

8. Personal expenses: Keep mileage of any personal driving you do for the Institute so that this can be placed on your expense account.

9. Tickets for banquet: Tickets have been printed in our office for the banquet. These will be brought to Sturbridge. Let me know if you want some tickets now for mailing to the superintendents.

10. Names of rooms: Could you supply names of these rooms at the hotel so they can be added to program?

    Main meeting room:

    Conference Room A:

    Conference Room B:

    Conference Room C:

    Reception, Sunday evening:

    Cocktail, Thursday:

    Banquet, Thursday:

11. Indiana films: Films from the series, "Cover to Cover" are being mailed to your office. Please bring these to Sturbridge.

12. Introductions: Persons introducing speakers for a particular day will receive biographical information sheets that morning. Since introductions are informal, this arrangement has worked out satisfactorily in the past.

13. Old Sturbridge Village visit: Briefly tell about the trip to the Village and lunch arrangements during Monday morning orientation session but go into details, such as meeting place, time, etc., on Tuesday morning.

14. Local committee names: Names of persons helping with registration, etc., should be sent to the Institute office now so these can be included on the program. You could invite persons to serve who might not otherwise be eligible to attend, teachers, administrators, supervisors, etc. While these persons would

not receive stipends, they will be able to listen to lectures, etc. These persons would purchase tickets for the banquet if they wished to attend. The following items indicate positions to be filled.

15. Person to collect money: At the other institutes we have found the assistant director is usually busy greeting participants, offering gestures of hospitality, checking hotel arrangements, etc., so that he is not able to devote himself throughout the registration period on Sunday evening or Monday morning to collecting money for the banquet, coffee breaks, transportation, etc. Thus, another person is needed for Sunday night and Monday morning and he should keep such records as you may require. Send name, address, and position now for program.

16. Persons for NCTE display. Select two persons to handle display. They can then share attendance during noon hour, etc., which is easier than taking down and putting up the display again. Display boxes can be stored overnight in Institute office and picked up at 7:30 a.m. so display is open each day at 7:45 a.m. for those registering on Monday morning and those arriving early for class on other mornings. Display is not set up for the evening sessions. Books can be sold at end of institute.

17. Person to handle A-V materials: Name a person to operate equipment. All films and equipment can be stored in Institute office. Person should be present to assist as needed. Some institutes rely more heavily than others on the use of such equipment. This person should check with both director and assistant director on films to be shown each day.

18. Recognition to others: Send the names of any other persons who have helped or will be helping to the smoother operation or planning of the Institute to be included in the program or to be especially recognized.

19. Audio visual equipment: Arrange for the following equipment to be available:

Motion picture projector
Screen (Hotel may have)
Extension cord and adaptor
Take-up reel
Overhead
Tape recorder

20. Arrange to have films, books supplies, returned to proper agencies after the institute. Send cost of mailing, etc. to Institute headquarters in Champaign.

21. Coffee service and other expenses: You might prefer the participants have a no host coffee break in the morning. If the lodge has a coffee shop this would give participants an opportunity to chat in small groups with speakers and their friends. This would probably be cheaper, too, than having the coffee catered.

22. Banquet room - in what room will the banquet be held? Where will the cocktails be served?

23. Sturbridge visit on Tuesday: Questions include: What is admission fee? Will each person pay their own or will you collect money and pay for group? Will there be a buffet luncheon or cafeteria lunch? Which is cheaper? Perhaps these questions need not be answered at this time but we should go over this during our first visit together in Sturbridge on Saturday evening or Sunday morning before you get involved with transportation.

24. First staff meeting: When do you plan to arrive in Sturbridge? When can we get together for a first meeting to go over essential items? This could be quite brief but it seems necessary for you and I to brief each other on recent happenings.

25. I note in my letter of 8-26-68 that a menu list was to be sent to you. Have you received this? If not, perhaps we can check menu and make selection on Sunday, May 4. What arrangements have been made? Should I check with the manager when I arrive Saturday regarding the menu?

26. Cocktail hour: Since drinks will be served on an individual basis in the dining room, I do not think any money need be collected in advance.

27. Cocktails on Sunday: Does the local situation permit our participants to enjoy the services of a bar in the lodge without our making special provision?

Bob, this was longer than I expected but as I looked at things in the folder I became aware of several items which will help us later when we meet in Sturbridge.

Sincerely yours,

Eldonna L. Evertts

ELE:rhg

B-3

LETTERS TO INSTRUCTORS

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

330

July 10, 1968

Professor Robert M. Gorrell
Department of English
University of Nevada
Reno, Nevada 89507

Dear Bob:

Plans are moving forward for the NDEA Institute for State Supervisors of English and Reading. Tentative schedules have been arranged for the sessions to be held in Urbana, Austin, Seattle, Hartford, and Tallahassee. The practicum lecturers and consultants have been sent letters giving the specific time they are to appear during the week and the number and kinds of presentations they have been assigned. I am quite sure that some adjustments will need to be made in the schedule, but I am hopeful that when the time for each institute arrives, that we will have very few adjustments or changes to make.

You may be interested in knowing that at this particular time the institute for Hartford may be held in Springfield or Sturbridge. Difficulty in obtaining confirmed hotel reservations makes it impossible to designate the exact meeting place at this time. A change in institute date was necessary for Seattle when ASCD announced a change in its national conference. The Seattle institute will now be held March 3-7, 1969. Lest you become anxious or disturbed, let me hasten to explain that hotel reservation forms will be mailed to you well in advance of the institute where you will be teaching.

The time is rapidly approaching when we should look carefully at the instructional program for each institute. Actually, this is the "backbone" of the institute and, in class hours, is equivalent to a semester of college work. While the practicum speakers during the afternoon sessions will add new dimensions to the topic of each institute, it is doubtful that they can be counted upon to give the proper emphasis, which you as the instructor no doubt feel necessary, should be given to certain areas within the component of English with which you are working. As soon as the tentative schedule becomes more firm, I will send you a draft copy, but in the meantime I think independent planning is necessary.

You may wish to prepare a course outline with suggested readings for each hour, period, or course division. These course outlines could be duplicated in the institute office and distributed to participants prior to the institute as it is doubtful there will be much time for study after the program gets underway. It would seem that any writing on special reading assignments should probably be done in class or before the institute begins.

There are three periods per day--three hours of instruction per morning. The one exception is Monday, when the first hour will be devoted to registration and orientation. I rather suspect that the formalities of the first institute in Urbana will reduce the teaching time that day to only one hour, but this should not affect the other institutes. Thus, for most institutes, twelve - fourteen topics can be covered if one hour per topic is adequate.

A bibliography might be useful to distribute prior to the institute so that the participants can bring selected reference books with them. The basic textbook you plan to use should also be announced in time for prereading and study. Since most supervisors are responsible for administration of K-12 instructional programs and serve as consultants at both the elementary and secondary level, some references on elementary teaching should be included for each institute. It is possible that for some of the institutes this might not be reasonable and the elementary emphasis may need to be provided for during the practicum sessions. If your reading lists are mailed to me, the office staff will handle preinstitute distribution for you.

Most evenings (in case some participants have nocturnal habits) we can show a movie or two. If there are some titles you would like to have shown the night before, send me the titles and day you plan on mentioning them. I will try and have it scheduled prior to your class lecture. Funds are available for film rental if requisitions are placed through the University of Illinois. But as you know, such procedures are time consuming and requisitions should be prepared soon, especially for the earlier institutes.

The proposal provided for the distribution of study packets prior to each institute. These will include newer NCTE publications as well as classic favorites. If you have a choice publication to mention, please send it as soon as possible as some items have already been requisitioned.

Throughout each institute there will be a display of NCTE publications. Here the participants can browse, read, or order publications. Any sample copies of NCTE publications you wish to be included in this display can easily be provided if you will let me know before October 1.

A general description of the institute program can be found in the xerox pages attached to this letter. These pages are excerpts from the institute proposal; however, you are not confined to the suggested textbooks or other factors.

Please let me know the ways I may assist you in preparing for the institute this coming year.

Participants who corresponded with our office and many whom I have seen during the past few months are very enthusiastic about the institute and are looking forward to a week of extensive work as well as many delightful experiences. I too am most grateful that you will be with us and can help us realize the expectations of the participants.

Sincerely yours,

Eldonna L. Evertts
Director

ELE:ah

Enclosures

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

January 24, 1969

Dr. Robert M. Gorrell
Office of the Dean
University of Nevada
Reno, Nevada 89507

Dear Bob:

Thank you for your marvelous letter of January 17. With this information I have moved forward and a number of items have been clarified and action taken. The following comments will briefly describe what has been done.

1. The course outline is being duplicated now and will be mailed to the participants prior to the Institute.

2. The exercise material will be duplicated and waiting for your use and distribution during the Institute. This will be mailed to the hotel and should be waiting for us when we arrive.

3. Do not be concerned about the duplication in your topic and those covered by Hans Guth. The number of participants who will have been at the Urbana Institute will be few. Actually, there is not a great deal of overlap in those attending the various institutes.

4. I am very pleased that your topics will be directed more toward pedagogy in teaching problems than they will be pure academe. The participants have asked time and again how to make this information practical so you see you are really answering the most urgent need which they are facing. The participants want to know how to bring into the schools the information which those of us at the university level are telling them should be taught on the basis of discipline itself.

5. The bibliography included with your course outline will be mailed to the participants ahead of time. Hopefully, they will have read the material. I am going to enclose an order blank from NCTE along with a catalog so that they can order any materials which they might not presently have available.

Changes have been made in the program as suggested in your letter. The program now provides for a lecture and discussion until 10:30 a.m., small group discussions from 9:30 a.m. until 10:30 a.m., and instruction and discussion from 10:30 a.m. to 11:30 a.m. When you meet with the groups you can explain the nature of the small group activities and the questions which they should bring back from these groups for the less formal period from 10:30 a.m. until 11:30 a.m. The orientation period on Monday makes it a little difficult to follow the above outline, but I think that we can make whatever adjustments are practical that morning.

6. How relieved I am to know that you can work in a flexible schedule and that you see no need to have the program formalized before the Institute begins. Each morning it is very helpful if the course instructor and assistant director can meet with other members of the staff and plan whatever adjustments seem most advantageous for that day. This gives us an opportunity to become closer to the participants and to provide for the individual needs. Oh, where have I heard that phrase before!

7. Our program is quite heavy for Seattle and I do not think we need additional films beyond the film festival planned by Martha Cox. In the past I have found that the participants are often eager to preview new films as these often offer suggestions as to materials they can use in state conferences and programs which they find necessary to plan in their home states.

The State Superintendents will be invited to attend the Seattle Institute. The tentative schedule for them involves an invitation to attend your instructional period on Friday morning, March 7, from 8:00 until 9:00. Following this, the State Superintendents will attend a panel discussion on the work of state supervisors and other special lectures which will be provided for them. The only hours that they will be attending your instructional period will be early on Friday morning.

Sincerely yours,

Eldonna L. Evertts
Director

ELE:bkf

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

August 2, 1968

Professor Ruth G. Strickland
Research Professor of Education
School of Education
Indiana University
Bloomington, Indiana 47405

Dear Ruth:

Study packets must be mailed to the participants for the NDEA/NCTE Institute for State Supervisors of English and Reading from Champaign between September 10 and September 15. This means that stencils must be cut and the manuscripts mimeographed or duplicated well in advance of that time. I have found that the services of the University of Illinois vary greatly from time to time and with the heavy load at the beginning of the semester I must give myself additional time. Copies should reach the secretarial offices around the first of September.

I hope that it will be possible for you to send copies of the materials that you would like duplicated for the institute sometime during the middle part of August.

Because the institute is heavily scheduled, we should send the participants a list of textbooks or other references which they should study before the institute so that they come with some background and are prepared to respond to your lectures. Any supplementary bibliographies which you would like to distribute can also be reproduced.

In addition to the basic text and prereading suggestions which the institute participants should do, we can also prepare any bibliographies or study materials which you wish to distribute and use during the institute itself. What is needed now is merely the materials that are to be sent in the study packets.

Sincerely yours,

Eldonna L. Evertts
Director

ELE:bg

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

October 10, 1968

Dr. Hans P. Guth
Department of English
San Jose State College
San Jose, California 95114

Dear Dr. Guth:

Welcome to Champaign-Urbana and the University of Illinois Campus. I hope that your trip was enjoyable and that you are now located in a pleasant room at the Illini Union.

The office staff of the NDEA Institute is anxious to be of help to you throughout this and next week. One of the University services which you might wish to use is the campus library. Enclosed is a form which, if filled out, will entitle you to a library card. Note that both your complete permanent address and your signature are needed. If you will leave the form at the desk and will call me or Ruth Godwin, the institute secretary, at 333-6593, I will pick up your form and return a library card to you as soon as possible.

At 8:00 a.m. Friday morning, October 11, a campus tour will be conducted. If you wish to go on the tour, notify the office by calling 333-6593.

For your convenience, a Champaign-Urbana Guide is enclosed.

Again, call the institute office at 57 East Armory, Champaign, if you have any questions. I hope that your stay here is very enjoyable.

Sincerely yours,

Eldonna L. Evertts
Director

ELE rjg
Enclosures

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

October 21, 1968

Dr. James E. Miller, Jr.
Professor of English
University of Chicago
1050 East 59th Street
Chicago, Illinois 60637

Dear Jim:

The first session of the Institute for State Supervisors of English and Reading has come and gone. From the written evaluations of the participants and from their remarks it was apparently an excellent one.

Among the critical comments that stood out was one asking for more small group discussions. The combined thinking of the participants seemed to reflect that three hours of morning lecture was quite heavy. Now I wonder if you would care to incorporate the suggestion that on Tuesday and Thursday, for example, you might lecture until coffee break time. Then turn the participants loose for small group discussion during the last hour before lunch. If you were to circulate among the groups without comment at that time, it might be interesting to you as well as give you some idea as to the ideas, comments, or suggestions you might want to make when planning your next day's lessons or the question and answer sessions.

If you want a good film or two on Monday or Friday, I shall arrange for it. If so, please send the title of the film (films) that I may order for you.

Many of the supervisors are secondary trained, yet they also work with elementary teachers. Will it be possible for you to work in some suggestions for elementary literature and how to teach a poem, for example?

Since the duplicating facilities at Tallahassee will not be as convenient for our use as they have been here in Urbana, please send a copy of the materials you wish to have duplicated. If you can send these soon, I can have them ready and shipped to the Holiday Inn for your use.

The Participants are thrilled that you are going to be the course lecturer in Tallahassee. And many of them remarked that they had seen you on the television series which has just been released. I am looking forward to Tallahassee as are the other participants.

Sincerely yours,

Eldonna L. Evertts
Director

ELE pg

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

December 30, 1968

Dr. Harold B. Allen
200 Cecil Street, S. E.
Minneapolis, Minnesota 55414

Dear Harold:

I have ordered the film requested in your letter of December 26. I will let you know if the film is not available. But in the meantime, could you tell me which day of the Institute you would like to have the film listed on the program?

Unfortunately, the terms of the USOE grant do not permit the purchase of any textbooks, therefore, it will be impossible for us to furnish complimentary copies of your book of Readings. However, I see no reason why this cannot be listed on your study guide. Many of the state supervisors have access to publications in their state library or have either state or private funds from which to make such purchases. I have found in the past that if frequent mention is made of a book which has been purchased for study during the Institute, and if each day the participants are asked to turn to a particular reference, they do not mind having purchased the book, but feel it has, indeed, been well worth it.

I have prepared a questionnaire to send to the participants of the Austin Institute, inquiring as to their general academic background and preparation in language and linguistics. I had hoped to have been able to send you the questionnaire in advance for your editing and perhaps adding any particular questions or items which you would like to add. However, in the interest of time, I have thought it best to send the questionnaire out as soon as possible. I will mail you copies of the returns as they become available.

There will be participants who are very knowledgeable about dialect or other areas of language. But you will find for the most part that the supervisors are most desirous of any help or information which we can give to them. It may be possible that you will wish to divide the group some morning into two sections and let them work on independent projects that would be of particular interest to advance students and those for the less knowledgeable person. Then you could circulate between the two groups and they could pose questions to you which came up during their own discussion.

This is only one suggestion for handling which will no doubt be the case, the wide divergencies in understanding and knowledge possessed by the participants.

Please do not hesitate to send any articles or other materials which we could duplicate in the office here for distribution during the Institute or which you would like to have included in the study packet. I would like to assemble the study packet during the next week, but it would be another week or ten days before it would leave Champaign. There would still be time to include any material you would want the participants to study before their arrival in Austin.

Incidentally, the NCTE headquarters has been rushed with office mail and a number of the staff persons are on a short working week because of the Christmas and New Year holidays. As a result, some of my letters to you might be outdated by the time you get them. Nevertheless, I hope the letters make sense, although the dates may be confusing.

Sincerely yours,

Eldonna L. Evertts
Director

ELE pg

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

January 14, 1969

Dr. Nila B. Smith
9712 Sylvia Avenue
Northridge, California 91324

Dear Nila:

One of the preparatory items for the NDEA/NCTE Institute for State Supervisors of English and Reading, which will be held in Sturbridge May 5-9, is the preparation of a questionnaire to be mailed prior to the conference to the participants. The results of this questionnaire will be used in the planning of the program and also as an aid to you and the speakers who will be working with the participants.

You will largely be responsible for the morning sessions although, of course, there will be some inroads upon your time that will become apparent as the program nears the final stages. One item in particular which will be affecting the program is the invitation that will be sent to State Superintendents to visit the institute. However, I will write more to you about that as the details become available.

The questions on the practicum refer to the afternoon sessions at which time we especially try to provide for inter-action among the participants.

From the institutes which we have had to date, the participants are extremely anxious in the practical application of the ideas which are presented. As a result, we are trying to include in our own program the same type of dialogue which we would like to see teachers include in their classrooms with children.

There is still ample time for the revision of the questionnaire and the inclusion of other items. So any suggestions which you make will be given special attention.

A SPECIAL NDEA INSTITUTE FOR STATE SUPERVISORS OF ENGLISH AND READING

The returned questionnaires will be xeroxed and mailed to you. Therefore, we do not need to particularly consider the tabulation of the results or trying to give numerical range to any of the responses. Rather, each questionnaire will be read individually and its suggestions considered by the course lecturer, speakers, consultant, directors, and others.

I hope that you will be able to return the questionnaire to this office by the first of February.

Sincerely yours,

Eldonna L. Evertts
Director

ELE:bkf

B-4

LETTERS TO SPEAKERS

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

July 9, 1968

Dr. Martha Cox
Department of English
San Jose State College
San Jose, California 95114

Dear Martha:

Tentative schedules for the NDEA Institute for State Supervisors of English and Reading have been completed for sessions to be held in Urbana, Austin, Seattle, Hartford, and Tallahassee during the 1968-1969 academic year. At this particular time, the institute for Hartford may be held in Springfield or Sturbridge. Difficulty in obtaining confirmed hotel reservations makes it impossible to designate the exact meeting place at this time. However, you will receive a notice just as soon as possible. Hotel reservation forms for all institutes will be mailed to each speaker well in advance of the institute where he or she will be speaking. The Seattle institute will now be held March 3-7, 1969, since ASCD will be meeting during the time we had originally scheduled the institute.

We are pleased that you will be with us for the institute to be held in Seattle, Washington during the week of March 3-7, 1969. Your contribution to the institute will include a main address to be given on Tuesday afternoon. Your second contribution would be a film festival to be held Wednesday evening. At this time a number of films could be shown, before and after which, you can make any comments which you feel would be helpful to state supervisors. I do not know whether or not at this particular time you have titles of films in mind that you would like to use. But later if you will send these to me, I will arrange for rental from the University of Illinois so that you will not be involved in any direct cost for film rental or postage. If you would like to have a mimeographed list prepared for distribution to the participants, I would be very happy to have it typed and duplicated in the institute office.

During the institute, question and answer sessions and consultation periods between participants and speakers have been scheduled, but these will not involve any preparation on your part. You will be most welcome while present during the institute to attend any practicum sessions or meetings which interest you. Advance programs will be mailed prior to the institute so that you can plan your travel schedule accordingly.

If you plan to use films, tapes, or other audio-visual material for your presentation, please notify me as soon as possible and indicate the special equipment you will need. Any suggestions which you have for films or strip films which we might include in newer media sessions planned for the participants would be appreciated.

Requests for individual hotel reservation forms will be mailed to you well in advance of the institute.

If you have any questions or conflicts regarding the time you have been scheduled during the institute, please let me know and I will try to make adjustments. If the schedule is satisfactory, please return the enclosed postal card and state the title of your presentations as you wish it printed in the program.

Sincerely yours,

Eldonna L. Evertts
Director

ELE:ah

Enclosure

Tuesday, March 4, 1969

1:00-2:00 p.m. Presentation

3:30-4:30 p.m. Panel: Questions and Answers

4:30-5:00 p.m. Period for Consultation

Wednesday, March 5, 1969

8:00-9:00 p.m. Film Showing and Discussion

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
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August 20, 1968

Dr. Wallace W. Douglas
Associate Professor of English
Northwestern University
The Curriculum Center in English
1809 Chicago Avenue
Evanston, Illinois 60201

Dear Wally:

The titles you have suggested for your presentations at the NDEA/NCTE Institute for State Supervisors of English and Reading are indeed most satisfactory.

"Composition After Dartmouth" can really be exciting. What is definitely needed will be for someone like yourself to explain what Dartmouth was really trying to present and then to give some of the implications. I am really looking forward to hearing this particular presentation.

Although as you said the title of your second presentation might be clumsy, it is certainly meaningful. "Remarks on In-Service Training Through a Curriculum Center" will be especially useful as a title. This indicates the practical nature of some of the ideas which all too often remain theoretical. One of the purposes of the Institute is to bring to the state supervisors an understanding of what has been done in some of the curriculum development centers and to give them ideas as to how they might conduct similar institutes for inservice programs within their own state. One phrase in your letter caught my attention and I thought that this might be a suitable title: "A Collection of Teachers' Questions About Composition." Although this can be the base for your talk, I think that the title you suggested is most appropriate since it does focus upon the curriculum center.

Now that the titles of the presentations have been resolved, I hope that you can find a few weeks for relaxation and sheer pleasure before the new semester demands attention.

Sincerely yours,

Eldonna L. Evertts
Director

ELE pg

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

September 25, 1968

Dr. Dorothy C. Higginbotham
Department of Speech, School of Communications
Southern Illinois University
Carbondale, Illinois 62902

Dear Dorothy:

We are all looking forward to your visit to Champaign for the First NCTE/NDEA Institute for State Supervisors of English and Reading to be held at the University of Illinois.

Plane reservations are sometimes difficult to confirm in and out of Champaign because of University activities. Although there is no football game scheduled at the time you will be here, I hope you already have a confirmed flight. Also, let me caution you now just in case I should forget later, that you must reconfirm with Ozark prior to the day of your departure flight.

The enclosed tax exempt form should be used when you pick up your ticket. If you have the attached Travel Reimbursement Information Sheet completed while you are still here, you will be able to sign the official university form. We can then speed your check to you.

Your first presentation will be at the Illini Union, room 314A, on Wednesday, October 16, at 1:00 p. m.

Please feel free to attend any sessions either before or after your time on the program. The final copy of the program will be mailed to you before the institute.

Sincerely yours,

Eldonna L. Evertts
Director NDEA Institute
in English and Reading

ELE:rjg

Enclosures

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

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October 7, 1968

Dr. Stanley M. Sapon
Professor of Psycholinguistics
and Psychology
Department of Language and Linguistics
The University of Rochester
River Campus Station
Rochester, New York 14627

Dear Stanley:

Some letters contain good news and create a pleasant atmosphere which extends throughout the day. Such was the letter of September 25 which I received from you stating that you would be able to join us in Austin for the Institute.

While there is no immediate rush for the titles of your papers, I will look forward to receiving them whenever you have them prepared.

My sincere appreciation to you for accepting the invitation, and I hope that we are able to make every moment of your stay in Austin a most pleasant one.

Sincerely yours,

Eldonna L. Evertts
Director

ELE pg

NDEA INSTITUTE IN ENGLISH AND READING
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CHAMPAIGN, ILLINOIS 61820

October 21, 1968

Dr. James R. Squire
Editor in Chief
Ginn and Company
Statler Building
Boston, Massachusetts

Dear Jim:

We are sorry that a highly significant industry-wide conference of publishers is going to keep you away from the NDEA/NCTE Institute on Thursday evening, May 8, 1969. We are concerned, however, that a highly informed gentleman appear on our program! Therefore, we are revamping our schedule and have placed this man on Tuesday, May 6, from 3:45 to 4:45 with a short question and answer period until 5:00 p. m.

You can plan to use the same topic that had previously been scheduled, "The Role of the State Supervisor."

Our first institute has just been concluded on the campus at the University of Illinois. Thirty-four participants were present coming from Hawaii to Rhode Island, including Illinois. We were particularly pleased with the fine presentation which Al Grommon gave at the banquet on Thursday evening. He discussed the Project English Centers and compared the curriculum coming from these centers with the philosophy expressed at Dartmouth.

We are looking forward to having you with us at Sturbridge Village in Massachusetts and hope that nothing further will prevent your being with us.

Sincerely yours,

Eldonna L. Evertts
Director

ELE pg

NDEA INSTITUTE IN ENGLISH AND READING
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57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

October 22, 1968

Professor Clarence Sloat
Department of English
University of Oregon
Eugene, Oregon 97403

Dear Clarence:

The NDEA/NCTE Institute for State Supervisors of English and Reading have just held their first series of meetings on the University of Illinois campus. The institute was well attended and the participants enjoyed the program and activities which have been planned for them. My attention is now being focused on the following institutes and I note that some changes in schedule need to be made.

Instead of speaking early on Tuesday afternoon, February 4, I am now scheduling you to be our evening speaker. The following outline represents your new schedule:

Tuesday, February 4, 1969
  8:00-9:00 p.m. Presentation
    Title: Grammar as a Part of the Humanities; (Oregon Curriculum)

Wednesday, February 5, 1969
  2:00-3:00 p.m. Presentation
    Title: Directions in the Study of Linguistic Structures

  4:30-5:00 p.m. Consultation

We are looking forward to your visit to Austin and will be eager to hear your lecture.

Sincerely yours,

Eldonna L. Evertts
Director

ELE pg

A SPECIAL NDEA INSTITUTE FOR STATE SUPERVISORS OF ENGLISH AND READING

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

October 25, 1968

Dr. Robert A. Bennett
San Diego City Schools
Education Center
4100 Normal Street
San Diego, California 92103

Dear Bob:

May I express the thanks, not only of the staff, but also of the participants for the splendid lecture you gave. The comments of the participants indicate again and again their gratitude for the fine ideas you presented.

The state supervisors of English and reading who attended the Institute expressed an eagerness to make use of what you gave them. Their several states will be the richer for your services.

I wish to also express my personal appreciation to you for taking time from your busy schedule to be with us during the Institute. My only regret is that I did not have a greater opportunity to visit with you for a greater length of time than I did. However, I should not be selfish, but be glad that the participants were able to engage you in much dialogue.

Sincerely yours,

Eldonna L. Evertts
Director

ELE pg

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

October 29, 1968

Mr. Geoffrey Summerfield
Lecturer in Education and English
Langwith College
University of York, Heslington
York, England

Dear Professor Summerfield:

You have been scheduled to speak at the NDEA/NCTE Institute for State Supervisors of English and Reading to be held at the Holiday Inn (1302 Apalachee Parkway), Tallahassee, Florida on Wednesday, December 11, 1968.

Your major presentation will be at 9:00 a.m. followed by a dialogue with James E. Miller, Jr. You probably recall that Dr. Miller attended the Dartmouth Seminar and has been an editor of College English. The day you will be presented at the Institute he plans to discuss Bertolt Brecht's "The Caucasian Chalk Circle." Perhaps you would like to make some comments on this play or on the teaching of drama for both the elementary and secondary levels. However, I will leave the exact nature of your presentation to you.

During the institute we provide an opportunity for the supervisors to discuss informally with our speakers, topics of concern to them. This will not involve any preliminary planning on your part, however. This period is scheduled between 3:30 and 5:00 on Wednesday or other times by appointment.

If you plan to use films, tapes, or other audio-visual material for your presentation, please notify me as soon as possible and indicate the special equipment you will need.

While you are in Tallahassee you are most welcome to attend any of the practicum sessions or meetings which interest you. An advance program will be mailed to you prior to the Institute.

I am enclosing a hotel request form which you should fill out and mail to the Holiday Inn. They will then send you a confirmation. The use of this card will give you a reduced rate on your room. The Inn has agreed to furnish complimentary transportation to our speakers to and from the airport so call the Inn upon your arrival at the airport and arrange to be picked up.

Many persons travel to Florida during the winter months and travel is usually especially heavy in December before Christmas. Therefore, I suggest you make plane reservations just as soon as possible.

During the near future Dr. Mary Mielenz, the practicum director for the institute will be contacting you. Fortunately she lives in Lincoln and can perhaps answer some of the questions which you may have. Dr. Paul Olson of the University of Nebraska will also be one of our speakers during the Tallahassee Institute.

I am very pleased that you can be with us in Florida and I look forward to meeting you.

Sincerely yours,

Eldonna L. Evertts
Director

ELE pg

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

October 30, 1968

Dr. Dwight L. Burton
Professor and Head
English Education
College of Education
Florida State University
Tallahassee, Florida 32306

Dear Dwight:

Thank you for making arrangements for the participants of the Institute to use the facilities of the Florida State University Library. As we approach the time of the Institute, I will send four copies of the roster to Mr. Rush.

The time of the institute draws nearer and nearer and I am glad that this item has been taken care of and it has been possible to arrange for this privilege.

Thank you for your assistance.

Sincerely yours,

Eldonna L. Evertts
Director

ELE pg

NDEA INSTITUTE IN ENGLISH AND READING
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CHAMPAIGN, ILLINOIS 61820

October 30, 1968

Dr. Edward W. Rosenheim, Jr.
Department of English
University of Chicago
Chicago, Illinois 60637

Dear Ned:

Your letter of October 22 containing an annotation of your two presentations makes me wish that the Tallahassee Institute were even nearer than it is. The ideas you plan to develop appear to be most satisfactory, and I am sure will offer much in the way of thinking of literature. I especially like the approach you have taken because, even though the state supervisors will have an adequate understanding of literature, you still are going to present them with some new and challenging statements which should challenge even the most sophisticated.

There is no reason why you should be in Tallahassee during the whole week of the Institute unless you particularly would want to attend some of the other sessions and hear any of the other speakers. If it is expedient for you to arrive Wednesday evening and leave again Friday afternoon, that would of course be most satisfactory. Unless you plan to do some sight-seeing Thursday morning, you might enjoy listening in on the course instruction which James Miller has planned. One of the features of the discussion on Thursday morning will be the new test on literature which has just been developed by the National Council of Teachers of English and will be published during the winter. Robert Hogan will be present to describe this new test.

Just as soon as copies of the week's program are available, I will send you a copy. In general, the morning will be devoted to lectures prepared by James Miller and the afternoon will include speakers representing the various Project English Centers and those who have engaged in research or projects related to the teaching of literature. The question and answer period is not anything that requires any preparation. It will just be an opportunity for the participants to ask questions and to engage in informal dialogue with the speakers.

During the first institute at the University of Illinois, some of the participants wanted to talk with the speakers and ask some questions regarding projects within their own states. Perhaps if such a request is made, you would be able to talk individually with one or two sometime between your two presentations. However, I do not think this would take longer than a half hour at the most.

On Thursday evening, we will have an institute dinner at which time we expect one of the authors from Florida to speak to the group. Rodney Smith is still working on plans for the dinner, but the cost should not exceed five dollars per person. The dinner count will have to be turned in by Monday noon. If you think you would like to come to the dinner, perhaps you could drop a postal card to me and I, in turn, could inform Rodney.

I have been told that plane reservations are getting tighter each day. I do hope that you have no difficulties in planning a schedule which will not conflict with your examination schedule.

I look forward to seeing you again in Tallahassee in December.

Sincerely yours,

Eldonna L. Evertts
Director

ELE pg

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

November 18, 1968

Professor Sam Sebesta
College of Education
Miller Hall 110
University of Washington
Seattle, Washington 98105

Dear Sam:

I like your impressionistic title, "A Bridge and Its Keystone" for your Seattle presentation. I agree with you that it needs to be brought out over and over again that before we can expect boys and girls to be able to read examples of refined or sophisticated syntax, they must first have had the opportunity of hearing these and using them in conversation or, in the case of more formal structures, at least to recognize them as characteristic of written communication.

Along with this we need to give careful consideration to the different kinds of language patterns which are characteristic of boys and girls from different types of homes, socio-economic background, and educational stratification. Just recently I had a letter from a consultant in Ohio who wanted to know where she could find some references to quote to substantiate her encouragement of oral literature in the elementary school.

As you mentioned, you may like to use a number of examples from children's literature and to get the audience to participate in some activities and you might prefer not to prepare a manuscript. If you decide to present an informal presentation with the participants becoming actively involved that would be fine.

At the present time, you are scheduled for Friday, March 7 from 1:00 to 2:00 p. m. at the Hilton Inn near the airport.

Mary and I are both looking forward to a trip to Seattle and to having you with us for the Institute.

Sincerely yours,

Eldonna L. Evertts
Director

ELE pg

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

January 13, 1969

Mr. Kenneth Goodman
College of Education
Wayne State University
Detroit, Michigan

Dear Ken:

I am now working on one of the last drafts for the NDEA/NCTE Institute for State Supervisors of English and Reading which will be held in Sturbridge Village, May 5-9, 1969.

You have been scheduled to speak on Wednesday, May 7 from 2:00-3:00 and again on Thursday, May 8 from 1:00 to 2:00. Your first talk is currently listed as "The Process of Reading" and the second is "When Children Read." I am now writing to ask if these titles are correct and if possibly you would like to transfer the one from Wednesday to Thursday and the Thursday talk to Wednesday. Let me explain the reasoning for this question.

State superintendents of instruction and those in charge of curriculum at that level have been invited to the institute as observers. I am planning to have the superintendents attend some of the sessions and then to plan, in addition, special seminars on problems of particular concern to administrators. The Thursday afternoon talk that you will give is one of those that the state superintendents will attend.

Which one of your talks do you think would be of the most interest to persons serving as superintendent of instruction?

I will not change the title of your talk unless you indicate that you would like to reverse these.

Sincerely yours,

Eldonna L. Evertts
Assistant Executive Secretary

ELE/mlm

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

January 14, 1969

Dr. Louis Forsdale
Department of English and Foreign Languages
Teachers College
Columbia University
New York, New York 10027

Dear Louis:

We are looking forward to your visit to Texas for the third NDEA/NCTE Institute for State Supervisors of English and Reading to be held in the Driskill Hotel in Austin.

The first two institutes were most successful and everyone is looking forward to the institute on language and school programs. Incidentally, the participants are interested in both elementary and secondary programs so would appreciate anything you may want to present at either of these levels. Interest has also been expressed in how to employ the newer ideas in classroom teaching. The participants work closely with teachers so as you can see they are very interested in suggestions of a practical nature.

During the institute, question and answer sessions and consultation periods between participants and speakers have been scheduled, but these will not involve any preparation on your part.

You will be most welcome while in Austin to attend any practicum sessions, course lectures, or discussion groups which interest you. You will have a copy of the program so do come and join us as soon as you are comfortably settled in your room.

If you plan to use films, tapes, or other audio-visual material for your presentation, please notify me as soon as possible and indicate the special equipment you will need.

Remember to make plane reservations and hotel accommodations soon if you have not already done so.

Sincerely yours,

Eldonna L. Evertts
Director

ELE:rjg

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

January 22, 1969

Dr. William Iverson
School of Education
Stanford University
Stanford, California 94305

Dear Bill:

Recent permission from the USOE to extend the Institute for State Supervisors of English and Reading which I am directing under NDEA to include state superintendents of instruction or others at this governmental level at the Sturbridge Institute has required that I make some changes in the tentative schedule of speakers.

I am writing to see if there is a possibility of shifting your Friday talk now scheduled on May 9 from 1:00-2:00 to the same time but on Wednesday, May 7. The Thursday, May 8 presentation would remain as presently scheduled.

This change would necessitate some rearrangement of your flight schedule. Would it be possible for you to arrive in time for a presentation on Wednesday at 1:00 p.m.? There are a number of flights into Bradley Field which serves both Hartford, Connecticut and Sturbridge, Massachusetts. Local transportation can then be arranged between Bradley Field and the site of the Institute at Sturbridge.

The superintendents will be invited to attend the presentation you will give on Thursday, May 8. I hope that you will still plan to use the topic suggested, "New Trends: Elementary Reading." Also you might want to consider your audience and also give a general overview of the reading field. After your major presentation on Thursday, I am also planning a special panel for the superintendents and I would especially like for you to be a member of this group. The panel will meet from 3:50 to 4:40 Thursday afternoon. This also will give you an opportunity to make special contributions that you feel should be presented to the superintendents.

Please let me know if it will be possible for you to be with us Wednesday and Thursday, May 7 and 8 instead of Thursday and Friday, May 8 and 9, as originally scheduled.

Sincerely yours,

Eldonna L. Evertts
Director

ELE pg

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

March 20, 1969

Dr. Alvina Treut Burrows
Division of Early Childhood and
  Elementary Education
School of Education
South Building, 3rd Floor
New York University
New York, New York 10003

Dear Alvina:

Although you will be receiving a formal expression of my appreciation to you for the wonderful contribution you made to the Institute in Seattle, let me also state it more personally in this letter. You were simply marvelous as Mary and I both knew you would be. Not only did the two of us enjoy having you with us but Tom Barton and all of the participants were most pleased with the fine presentations you made.

Your presentation on Friday afternoon was most appropriate for the general situation. It was informal and yet so practical and you gave so much of value.

Again, thank you for being with us in Seattle. I was so pleased to know that you had a delightful trip and that all was not work.

Sincerely yours,

Eldonna L. Evertts
Director

ELE: mrc

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

March 21, 1969

Dr. Roger W. Shuy, Director
Social Linguistics Program
Center for Applied Linguistics
1717 Massachusetts Avenue, N. W.
Washington, D. C. 20036

Dear Roger:

Please let me express my appreciation to you for your splendid contribution to the NCTE/NDEA Institute for State Supervisors of English and Reading in Austin. I am so grateful that persons like yourself help in providing programs for those serving in state departments of public instruction.

Your Friday afternoon talk with reference to linguistics and reading made a tremendous appeal to the participants. So many spoke of it and of your gracious way when answering questions. I regret that my trip to Washington prevented me from enjoying this highlight of the Institute.

Thank you so much for making our Austin meetings so worthwhile.

Sincerely yours,

Eldonna L. Evertts
Director

NDEA Institute in English and Reading
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

October 25, 1968

MEMORANDUM TO: Roger Clark

FROM: Eldonna Evertts

May I express the thanks, not only of the staff, but also of the participants for your contribution to our program. The comments of the participants indicate again and again their gratitude for the fine ideas you presented.

The state supervisors of English and reading who attended the Institute expressed an eagerness to make use of what you gave them. Their several states will be the richer for your services.

I personally wish to thank you for the unique contribution you gave to our Institute.

B-5

LETTERS TO PARTICIPANTS

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

September 13, 1968

Mrs. Charlotte K. Brooks
Supervising Director
Department of English
District of Columbia Public Schools
1730 R Street, N. W.
Washington, D. C.

Dear Charlotte:

I was very pleased to receive your letter today and to learn that you plan to be with us for the Institute in Urbana.

Your name has been placed on our list for the series of Institutes subject to final approval upon the completion of the registration forms. These forms are being mailed to you under separate cover.

Please try to fill these out as carefully as you can and return to us just as soon as possible. If you think there is going to be any delay in completing the forms, drop us a postal card and tell us whether or not you plan to attend the Institute in Urbana since hotel accommodations may be a little difficult to arrange. If we know right away, we will try and get a room for you at the Illini Union where the Institute will be held.

How happy I am that you will be with us!

Sincerely yours,

Eldonna L. Evertts
Director

ELE pg

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

September 19, 1968

Mr. George F. Nemetz
Consultant in English
Department of Public Instruction
721 Capitol Mall
Sacramento, California 95814

Dear George:

I hope that everything is falling into its proper place in your office making it possible for you to be with us in Urbana-Champaign for the first of the NDEA Institutes, October 14-18, 1968. We will be most fortunate in having a number of persons from the U. S. Office of Education with us as well as a galaxy of scholars and teachers. It has been a delightful and thrilling experience to plan a program which lists so many outstanding individuals and I am sure you will enjoy every hour of every day.

We recently checked the reservation desk at the University of Illinois Illini Union where participants will be staying and where the institute will be held. But we did *not* find your reservation! Could you help us by returning the enclosed card immediately so that we can retain a room for you? If you plan to stay with a friend, please let us know so we can release your room. Another conference threatens to swallow up your room unless reservations are confirmed.

You have probably received the study packets by this time. The Dixon book, *Growth Through English*, will be the most discussed publication during this institute. We will have several speakers and consultants who attended the Dartmouth Conference with us and who will discuss the pros and cons of this report. We hope you will share some of the implications, insights, or concerns that you discovered as you read this book.

Again, let me mention that it is urgent to make a room reservation (and incidentally to know your intention to attend the institute so your stipend check can be awaiting you upon arrival!). Please return the enclosed card today.

Sincerely yours,

Eldonna L. Evertts
Director

ELE pg
enc.

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

October 7, 1968

Mrs. Bessie D. Etheridge
Assistant Director, Department of English
Washington, D. C. Public Schools
4501 Iowa Avenue, N. W.
Washington, D. C. 20011

Dear Mrs. Etheridge:

We were very pleased to receive your application and the recommendation by Charlotte Brooks. You have been selected for the NDEA Institute to be held at the University of Illinois.

Reservations have been made for you at the Illini Union beginning Sunday night, October 13. The registration period will be on Sunday evening at 8:00 p. m.

If we were to mail your study packet to you now, I fear it might not arrive before you leave Washington, D. C. Therefore, we will give you this material upon your arrival in Illinois. However, with this letter I am enclosing some of the instructions and information for the Institute which you might find helpful at this time.

We look forward to having you with us in Champaign-Urbana.

Sincerely yours,

Eldonna L. Evertts
Director

ELE pg

Enc.

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

November 5, 1968

Mr. Gary L. Houpt
State Supervisor of English Education
Department of Public Instruction
Dover, Delaware 19901

Dear Mr. Houpt:

The selection committee of the NDEA Institute for State Supervisors of English and Reading is happy to announce that you have been accepted to attend the Sturbridge, Massachusetts institute which will take place during May 5-9, 1969. We have received in our office the general application forms, oath of affirmation, and application for stipend.

When you send us your supplementary questionnaire, please enclose a brief letter signed by yourself which formally acknowledges your acceptance into the Sturbridge Institute.

We are looking forward to seeing you next year. In the future, you shall be contacted concerning the institute you are going to attend.

Sincerely yours,

Eldonna L. Evertts
Director

ELE:rhg

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

November 22, 1968

Mr. Victor Kotulak
Supervisor of English
State Department of Education
Baltimore, Maryland 21201

Dear Victor:

On Wednesday, December 11, during the NDEA/NCTE Institute for State Supervisors of English and Reading meeting in Tallahassee, I would like for you to enter into the discussion on Creativity in English by Geoffrey Summerfield. The participants will not have received this publication as part of their study packet since many of them will have received copies as comprehensive members of NCTE. However, this publication relates so closely to the Institute, that I am sure it should be brought to the attention of the participants.

It would be helpful if you would call attention to the ideas which impressed you and which might show new directions that we might take in curriculum construction. The questions on Creativity in English have been included in the study packets. You need not follow these questions, of course. The questions may be used later by the participants as they plan study groups or seminars within their states.

I look forward to seeing you in both Milwaukee and Tallahassee.

Sincerely yours,

Eldonna L. Evertts
Director

ELE pg
enc.

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

December 2, 1968

Mr. Jerry F. Hickman
English Consultant
Texas Education Agency
4902 West Wind Trail #103
Austin, Texas 78745

Dear Mr. Hickman:

Thank you for returning the application forms to our office.

Your name has been placed on the roster for the Tallahassee Institute, December 9-13, 1968. Registration will be at the Holiday Inn, Sunday evening, December 8, with the first session beginning at 8:00 a. m., Monday, December 9. A stipend check will be ready for you at the time of registration.

A study packet will be given you at that time, since it might not reach you if mailed at this late date.

The facilities of the Florida State University Library will be available to the participants of the institute while they are in Florida. Mr. M. Orvin Rush, Director, has given permission for both the use of any materials in the library and to check out books. This privelege was arranged by Mr. Dwight Burton.

If you have not made a hotel reservation yet, you will want to do so immediately. Write to Mr. Ruel Bradley, Manager, Tallahassee Holiday Inn, 1302 Apalachee Parkway. The rates for singles are $8.50 and for twins, $13.50, both plus tax. To obtain this special rate be sure to mention that you are with the institute.

Please return the enclosed form letter which verifies your acceptance as soon as possible.

I look forward to seeing you in Tallahassee.

Sincerely yours,

Eldonna L. Evertts
Director

ELE:rhg
enc.

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

December 3, 1968

Mrs. Andrena Briney
Supervisor of Instruction
State Department of Education
Nashville, Tennessee 37219

Dear Mrs. Briney:

I was so happy to be able to talk with you a few minutes during the Milwaukee Convention. I put an application form in your hotel box but in case you did not get it, I am sending you two sets.

As I mentioned, you might want to invite a city, county, or area supervisor to attend the Tallahassee Institute with you.

Since the time is rapidly drawing near, may I suggest you phone my secretary at 352-0523 or 333-6593 (AC 217) and give the names and addresses of any persons you wish to nominate. The secretary can tell you whether or not the quota is filled.

If you plan to attend, be sure to mail request for hotel reservations directly to Tallahassee. I do not believe this should cause any concern as ample rooms have been reserved. But do not hesitate to call Kittie Mae Taylor if a need arises for her help at the local level.

Sincerely yours,

Eldonna L. Evertts
Director

ELE:rhg
enc.

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

December 17, 1968

Mrs. Carmen C. Blas
Department of Education
P. O. Box DE
Agana, Guam 96910

Dear Mrs. Blas:

We would be very happy to welcome you as a participant to any of the institutes to be held in Austin, Seattle or Sturbridge, Massachusetts. At each institute we will consider specific phases of both English and reading instruction in the schools. You would probably find the Austin and the Sturbridge Institutes of particular interest and the Seattle Institute would, indeed, be most conveniently located for you.

I am including the forms necessary to complete your registration for the remaining institutes. Please complete the forms as accurately as possible and return to us at your earliest convenience. There are still openings for all institutes but I cannot reserve a place for you without the receipt of the enclosed forms.

Sincerely yours,

Eldonna L. Evertts
Director

ELE:rhg
enc.

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

December 30, 1968

Mrs. Martha Ellison
Coordinator, Curriculum Development
State Department of Education
Frankfort, Kentucky 40601

Dear Martha:

Thank you for sending me a copy of New Dimensions, English Language Arts in Kentucky. I enjoyed reading the manuscript and noticing articles by persons whose names I recognized. And, of course, I read with care the first article "The New English Curriculum: Threat or Promise?"

You were indeed thoughtful to share this splendid publication with other state supervisors throughout the nation.

May I also take this opportunity of wishing you a very pleasant holiday season. I look forward to seeing you in Austin.

Sincerely yours,

Eldonna L. Evertts
Director

ELE pg

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

January 10, 1969

Mrs. Joyce F. Wasdell
Assistant Superintendent
in charge of Instruction
Durham County Schools
515 East Chapel Hill
Durham, North Carolina 27701

Dear Mrs. Wasdell:

I would like to extend an invitation for you to attend the NDEA/NCTE Institute for State Supervisors of English and Reading to be held in Austin, Texas, February 3-7, 1969.

Mr. Clarence Lipscomb has indicated that you are working closely with his office on education projects in the state of North Carolina. For this reason we hope you can attend the institute on language and school programs.

Please complete the enclosed forms and mail to our office. Since we use the same forms as all NDEA Institutes some questions may be rather confusing. But do the best you can and mail them to us just as quickly as possible. We can then send you a letter of acceptance. You will be eligible to receive a stipend of $75 plus $15 for each dependent.

May I suggest that you also mail the enclosed hotel form at this time.

Sincerely yours,

Eldonna L. Evertts
Director

ELE:rhg
enc.

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

January 14, 1969

Mr. Mitchell L. Voydat, Chief
Bureau of Educational Programs
and Subject Specialists
State Department of Education
721 Capitol Mall
Sacramento, California 95814

Dear Mitchell:

The USOE has approved the idea of inviting state superintendents and others at that level in charge of curriculum to attend the Seattle Institute for State Supervisors of English and Reading as observers. Consequently, I am now working on a revision of the tentative schedule.

The superintendents will attend some sessions with the participants and then there will be one or two special speakers who will talk on issues of particular interest to those working at that level.

One of the special programs that I would like to arrange for the superintendents is an opportunity to view the film prepared in California on the Framework. I have been hearing favorable reports on this film and I am sure that other superintendents would be very interested in knowing what California is doing to reach its many teachers and supervisors.

Would it be possible for you to arrange to have a copy of the film available for use on Friday, March 7?

I would also like to take this opportunity of inviting you to attend the Seattle Institute and of introducing the film to the superintendents. I realize that you have many important professional commitments but I do hope that it will be possible for you to attend the Seattle Institute and to be on the program.

I hope I am fortunate to receive a favorable answer to both questions appearing in this letter.

Sincerely yours,

Eldonna L. Evertts
Director

ELE/mlm

cc: Mary Mielenz

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

January 17, 1969

Mrs. Jewel J. Bindrup
1439 East South Temple
Salt Lake City, Utah

Dear Jewel:

To initiate the discussion on state activities during the NDEA/NCTE Institute in Austin, I am wondering if you would be willing to come prepared to talk about five or ten minutes on activities in your state. This need not be a formal talk, but one in which you will describe some of the interesting things which you have been doing.

The title of your presentation will be listed in the program as "Preparation of State Newsletters." However, you are free to discuss any phase of your work which you would like.

There will be a number of new persons attending the Institute in Austin, so do not feel that what you have to say is already known. Your ideas will be new and fresh to most of the participants.

Sincerely yours,

Eldonna L. Evertts
Director

ELE pg

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

January 16, 1969

Mrs. Jewel J. Bindrup
English Education Specialist
State Department of Education
136 East South Temple
Salt Lake City, Utah 84111

Dear Jewel:

Thank you for the copy of the notes which you recently circulated to the members of UCTE. I also appreciate knowing the other activities with which you have been engaged there in Utah. Much of this material will find its way into the final report to the USOE as well as into the NCTE archives.

I am especially grateful that you are making some effort within your state to implement some of the ideas from the institute and to distribute to your teachers some of the recent thinking and scholarship.

As you know, I will be most interested in knowing what response you get in your office from the newsletter you have distributed. I realize that it will take effort and time on your part to forward any information you receive in your office, but if you can do so, I would be most grateful.

The Minority Groups bulletin will be most helpful as I prepare the program for next year. Thanks for sending me a copy.

Sincerely yours,

Eldonna L. Evertts
Director

ELE pg

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

January 30, 1969

Mr. John F. Leonard
Supervisor of English
Clover Park School District
5214 Steilacoom Boulevard
Lakewood Center, Washington 98499

Dear Mr. Leonard:

I am pleased to be able to extend an invitation to you to attend the NDEA/NCTE Institute for State Supervisors of English and Reading which will be held in Seattle, Washington, March 3-7, 1969. This Institute has been extended to include not only the state superintendents but others who are working closely with the state department in the development of special programs in teaching the language arts including reading and English.

Dr. Thomas Barton has informed us that you qualify as a participant for this Institute. We were pleased to learn from him that you are interested and would attend the Institute.

I am enclosing the necessary registration forms for you to complete and return to our office as soon as possible. You will note as you complete the forms that some of the items do not seem to apply to this particular Institute. This is because the same forms are used for all NDEA Institutes so do not answer those that do not necessarily apply to the selected type of Institute you will be attending. However, please complete the forms as accurately as possible and return them to us.

A formal letter of acceptance will be sent to you following the receipt of your completed forms in our office. Shortly before the Institute you will receive the necessary hotel information and study packets.

Sincerely yours,

Eldonna L. Evertts
Director

ELE:rjg
enc.

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

February 10, 1969

Mr. Frank D. Love
Coordinator of English
Shoreline School District #412
N. E. 158th and 20th Avenue, N. E.
Seattle, Washington 98115

Dear Mr. Love:

Thank you for returning the application forms to our office. You have been accepted as a participant to the Seattle Institute on Composition, Rhetoric and School Programs. Please acknowledge this letter by signing and returning the form enclosed. This will complete your registration.

As a participant you will be eligible to receive a stipend of $75.00 plus $15.00 for each dependent.

Hotel information and hotel reservation card and the study guide to be used by Dr. Robert M. Gorrell during the instructional sessions are being sent you also.

The study packet material will be mailed soon.

Sincerely yours,

Dr. Eldonna L. Evertts
Director

ELE:rhg
enc. 4

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

February 17, 1969

Mr. Edward H. Howard
Educational Consultant, English and Reading
Nevada State Department of Education
Carson City, Nevada

Dear Ed:

Thank you for returning the two questionnaires. It is impossible to explain how important these have become, not only to the success of the project this year but also to other activities planned for the EPDA program next year.

I also am very appreciative of your sending me copies of "Program for the Preparation of Secondary School Teachers" and "Nevada Teacher Certification Requirements." These will probably be given a closer examination during the institutes next year.

The work on the English Teacher Preparation Study has certainly focused our attention on the preparation of teachers of English and reading. Thank you for sending us this material from Nevada.

Sincerely yours,

Eldonna L. Evertts
Director

ELE:rhg

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

February 19, 1969

Mrs. Sophie S. Hollander
Supervisor of Education
State Department of Education
182 Tremont Street
Boston, Massachusetts 02111

Dear Sophie:

I was pleased to note your letter of February 5 when I returned to the office indicating that you will be able to attend the institute in Sturbridge. Your registration forms have been brought up-to-date and you will be receiving the hotel forms and study packet as the time draws near.

Thank you for your offer to assist with the arrangements. We may, indeed, call upon you as the time for the institute draws nearer.

Sincerely yours,

Eldonna L. Evertts
Director

ELE:rhg

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

February 20, 1969

Mr. Mitchell L. Voydat, Chief
Bureau of Elementary and Secondary Education
State Department of Education
721 Capitol Mall
Sacramento, California 95814

Dear Mitchell:

Today I received final clearance for the special program to be woven into the Institutes in Seattle and Sturbridge for the State Superintendents of Instruction. Within a few days you will be receiving copies of the correspondence which is being sent to the state superintendents. It is quite late so I do not expect that many will be able to attend Seattle, but I am hopeful that we will have a good representation in Sturbridge.

You have indeed been most successful in obtaining out-of-state travel approval. We were happy to have Mr. Morris with us in Texas and I look forward to Ruth Overfield's participation in Seattle.

Also let me express my appreciation to you for having the Framework film available during the Seattle Institute. I have arranged for Ruth Overfield to be on the program and to explain the use of the film in California.

Thank you for your assistance in planning this session for the program.

Sincerely yours,

Eldonna L. Evertts
Director

ELE pg

A SPECIAL NDEA INSTITUTE FOR STATE SUPERVISORS OF ENGLISH AND READING

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

March 25, 1969

Mrs. Juliette Bloomer
Language Arts Consulting Teacher
Edmonds School District #15
Lynnwood, Washington 98036

Dear Juliette:

Thank you so much for the many things you did during the NCTE/NDEA Institute in Seattle to make it a success. Your help at registration time as well as your contributions to the general discussions helped to make the institute enjoyable for everyone. We were indeed fortunate to have you as one of our participants.

Even though Lynnwood is a long way from Champaign I do hope that we can meet again soon in the not too distant future.

Sincerely yours,

Eldonna L. Evertts
Director

ELE:nh

A SPECIAL NDEA INSTITUTE FOR STATE SUPERVISORS OF ENGLISH AND READING

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

March 21, 1969

Mrs. Alma Liotta
New Jersey Helping Teacher, Somerset County
17 East Spring Street
Somerville, New Jersey 08876

Dear Mrs. Liotta:

We are sending you a set of application forms for the NDEA/NCTE Institute to be held in Sturbridge May 5-9, 1969. At this time our roster is almost full but according to our past experience it is likely that there will be several dropouts. Therefore, if you are interested in the Institute may I suggest that you complete the application forms and mail them immediately to our office. Acceptance will be based upon the date of postmark.

Mrs. Elizabeth Schiller has indicated that you are interested in attending this Institute. It is on the recommendation from your State Department of Education that this invitation is extended to you.

In completing the application forms you will note that some of the questions may not apply to this particular Institute. It should be mentioned that identical forms are used for all Institutes. However, try to supply the requested information as best you can and return the forms as quickly as possible.

You will be notified as soon as possible whether or not you have been accepted. Persons accepted are entitled to receive a stipend of $75.00 for the week plus $15.00 for each dependent. Study packets will be mailed to participants prior to the Institute and hotel forms will be mailed at the time of acceptance.

Sincerely yours,

Dr. Eldonna L. Evertts
Director

ELE:ib
enc.

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

April 1, 1969

Mr. W. Dorsey Hammond
Supervisor of Reading
State Department of Education
600 Wyndhurst Avenue
Baltimore, Maryland 21210

Dear Dorsey:

Earlier in the year we received a letter from you stating that you would like to invite a county supervisor to the Sturbridge Institute if this institute is open for guests. Our mailing list now indicates that there most likely will be space for several guests.

If you have someone whom you would like to invite, we suggest that you send us the name of that person immediately so the necessary application forms can be sent and returned to us properly filled out.

We are looking forward to seeing you at Sturbridge, and hope that your guest county supervisor may also attend.

Sincerely yours,

Eldonna L. Evertts
Director

ELE:rhg

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

April 7, 1969

Mrs. Jewel Bindrup
State English-Education Specialist
Utah State Department of Education
University Club-South Temple Street
Salt Lake City, Utah 84102

Dear Jewel:

Again, you were most thoughtful in sending me a copy of Perspectives which explains some of the exemplary centers in elementary education which are in operation in Utah. This certainly is a fine publication and I appreciate your thinking of us and sending a copy. I am going to circulate it through the NCTE office and place it in the library for the University students who are using our library at this time as it is again "term paper time."

After reading "Be Talent Developers" I thought this would be a good article to include in the Sturbridge study packet Could you mail me 60 copies just as soon as possible? These should be sent along with an invoice to the NDEA Institute for State Supervisors of English and Reading, 57 East Armory Street, University of Illinois, Champaign, Illinois 61820.

Sincerely yours,

Eldonna L. Evertts
Director

ELE pg

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

April 22, 1969

Mr. Thomas P. Nenneman
Consultant, Elementary Education
State Department of Education
State Capitol
Lincoln, Nebraska 68509

Dear Tom:

On Wednesday evening, May 7, we are planning an informal discussion of special state projects. Recently I learned that Robert Baden conducted a conference in Nebraska which, I feel quite sure, other state supervisors would like to know about.

I hope that you will be able to describe the steps in planning the conferences, the details of the conference, and your follow-up activities. This can be an informal report followed by questions and answers.

If there are other state projects which you have conducted or with which you have been involved, I hope you will discuss these, too.

A postal card for your reply is enclosed.

Sincerely yours,

Eldonna L. Evertts
Director

ELE ib
enc.

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

April 24, 1969

Mrs. Patricia Gruetzemacher
210 North Leflore
Cleveland, Mississippi 38732

Dear Mrs. Gruetzemacher:

As mentioned in our previous letter and in our telephone conversation, application forms are in the mail for you to fill out in preparation for your attending the NDEA/NCTE Institute for State Supervisors of English and Reading to be held in Sturbridge, Massachusetts, May 5-9, 1969.

I am also sending you several memoranda concerning arrangements to be made by you for hotel accommodations at the American Motor Lodge and transportation from Bradley Field to Sturbridge. Will you please return the card to our office so that we will know of your plans and can make arrangements to meet you.

I am looking forward to seeing you at Sturbridge.

Sincerely,

Eldonna L. Evertts
Director

ELE ib
enc.

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

May 13, 1969

Miss Louise Markert
English Language Arts Assistant
Seattle Public Schools
815 Fourth Avenue, North
Seattle, Washington 98104

Dear Louise:

Thank you for sending me a copy of the notes you prepared following the NDEA/NCTE Institute for State Supervisors which was held recently in Seattle. You have indeed compiled some excellent notes and I am hopeful that these will prove useful to you and the teachers and supervisors with whom you work.

The day I spent with you visiting the Seattle Schools was indeed most pleasant and I look forward to a return trip to the north west.

Sincerely yours,

Eldonna L. Evertts
Director

ELE pg

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

May 21, 1969

Mrs. Sophie S. Hollander
Department of Education
Division of Curriculum and Instruction
182 Tremont Street
Boston, Massachusetts 02111

Dear Sophie:

Thank you so much for your evaluation of the Sturbridge Institute. I am pleased that you found it to be advantageous to you. Incidently, I was highly honored when you decided to remain for the final session on Friday afternoon when you really had a pressing engagement in Boston.

Thank you for sending me a copy of Interchange, your bureau publication. If your next issue has an article based upon the Sturbridge conference, I hope you will share a copy with us.

It was a pleasure to work with you in Sturbridge, and I am most grateful for your assistance in handling the NCTE display. I look forward to many more opportunities to visit and work with you.

Sincerely yours,

Eldonna L. Evertts
Director

ELE pg

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

May 21, 1969

Mr. Stuart R. Brown
Director
Region V Educational Services Center
P. O. Box 1069
Lancaster, South Carolina 29720

Dear Mr. Brown:

Thank you for forwarding the evaluation made by Mrs. Betty Hodges of the recent NDEA/NCTE Institute for State Supervisors of English and Reading which she attended in Sturbridge, Massachusetts. It is gratifying to know that the participants found the Institute to be of value.

Thank you for your thoughtfulness in relating this message to us.

Sincerely yours,

Eldonna L. Evertts
Director

ELE pg

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

May 30, 1969

Mr. Victor Kotulak
Supervisor of English
State Department of Education
Baltimore, Maryland 21201

Dear Vic:

Thank you so much for sending me a copy of Migrant. I enjoyed looking through the book several times. For one thing it attracted my attention because it contained some excellent pictures and illustrations of children's work and the case study report was easy to read. At the same time each contained many helpful ideas.

As I read Migrant I thought of the institute next year and wondered if it would be possible to obtain copies which I could insert in the study packets. Would it be possible to obtain 50 copies for distribution to those attending the institute next October in Lansing, Michigan?

As you know, I am working on a very limited budget for the study packets, to mention one budget item in particular. Would it be possible to obtain copies at a nominal cost? Of course, if complimentary copies can be obtained I would be most pleased, but I hesitate to ask for that.

I am so pleased that you will be with us next year and I hope that this is a wonderful summer for you and your family.

Sincerely yours,

Eldonna L. Evertts
Director

ELE pg

Please reply to:

EPDA Institute and Fellowship Program
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

June 2, 1969

Mrs. Juanita N. Abernathy
Coordinator, English and Reading Education
State Department of Education
State Office Building
Atlanta, Georgia 30334

Dear Juanita:

Thank you for sending me a copy of "A Design for the English Curriculum." The Georgia Department of Education has certainly produced a very fine publication. I am so happy that you explained the outline upon which the curriculum is based during the institute in Tallahassee. This certainly represents a tremendous undertaking. I am hopeful that the teachers of Georgia will be able to improve their course offerings as a result of this publication.

Incidentally, last Sunday as Robert Hogan and I were transferring from one airline to another in O'Hare, we met Wally Douglas who was enroute to prepare a television program for you related to your curriculum. I am quite confident that you have a most profitable week and that the telecast will be one that can be used a number of times.

I am enclosing a set of application forms for the new institute with this letter. I am quite sure that you will want someone from your department to attend each of the institutes. Please let me know if you would like additional forms. I am especially hopeful that you can be with us. You might also want to consider someone for the fellowship program. This would be a wonderful opportunity for a young person to spend a semester at the University of Illinois. (It carries a stipend of $2,000 so this should be helpful.)

Have a wonderful summer!

Sincerely yours,

Eldonna L. Evertts
Director

ELE pg

T. H. BELL
Superintendent

UTAH STATE BOARD OF EDUCATION

1400 UNIVERSITY CLUB BUILDING • 136 EAST SOUTH TEMPLE
SALT LAKE CITY, UTAH 84111

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION

QUENTIN E. UTLEY
Administrator

MEMORANDUM

DATE: December 3, 1968

TO: Elementary Principals and Supervisors

FROM: Jewel J. Bindrup, English Education Specialist and Virginia Merrill, Elementary Representative to Utah Council of Teachers of English

At an NDEA Institute for State Supervisors of English and Reading at Urbana, Illinois, October 14 - 18, 1968, a group of eminent English educators discussed problems concerning "New Content in English Programs." Among those authorities was Ruth G. Strickland, Research Professor of Education of Indiana University, who reviewed with the supervisors the latest research findings in elementary English Language Arts. These notes are taken from her lectures to the group.

The State Specialist cooperates with the Utah Council of Teachers of English in their projects, and this sharing of information seems to be the best way of making teachers aware of what is current in the field.

Will you please share this information with the teachers in your schools?

AFTON FORSGREN, Coordinator, Secondary Education • **G. MORRIS ROWLEY**, Coordinator, Elementary Education • **JENNIE W. KEARL**, Coordinator, NDEA-Title III and Curriculum Projects

B-6

LETTERS FROM PARTICIPANTS

COMMONWEALTH OF KENTUCKY
Department of Education
FRANKFORT 40601

396

October
Twenty-two
1 9 6 8

Dr. Eldonna L. Evertts, Director
NDEA Institute in English and Reading
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Eldonna:

I am sorry to be late returning the questionnaire, but in fairness to myself and the Institute, I wished to see it in better perspective. I had two speaking engagements at the University of Kentucky Saturday and felt more confident already from my experience. My personal thanks to you and Miss Mary for the delightful buffet and my professional thanks to the NCTE staff for the experience of the Institute.

Sincerely,

Martha Ellison

Mrs. Martha Ellison, Coordinator
Curriculum Development

ME:ws

Enclosure

397

DEPARTMENT OF PUBLIC INSTRUCTION

STATE OF NORTH CAROLINA RALEIGH

October 23, 1968

Dr. Eldonna Evertts
Assistant Executive Secretary
National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61820

Dear Dr. Evertts:

After last week this week seems rather dull. Fortunately, however, much of the Institute is carrying over into my work here as I prepare to make a presentation to a group of principals in a few days.

I greatly appreciated your efforts in preparing such a splendid program. It was not an easy task, but you did it with the greatest of ease. And how you ever were able to prepare such a delicious meal amidst your many duties, I'll never know.

Please come to North Carolina in the near future. All of us here would enjoy having you.

Sincerely yours,

Larry Tucker

M. Lawrence Tucker
Associate State Supevisor
English Education

MLT:lm

JAMES A. SENSENBAUGH
STATE SUPERINTENDENT

MARYLAND STATE DEPARTMENT OF EDUCATION
600 WYNDHURST AVENUE, BALTIMORE 21210

October 25, 1968

Dr. Eldonna L. Evertts, Director
NDEA Institute in English and Reading
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Eldonna:

Congratulations to you! I considered my week at the NDEA Institute a most profitable one. Dr. Strickland is always a delight and Hans Guth kept us in a constant state of Agitation whether we agreed with him or not. The other consultants were most interesting and informative.

Finally, I want to thank you and Mary for that delightful banquet in your home on Wednesday evening. The food was delicious.

I am looking forward to seeing you in Florida in December.

Sincerely yours,

Dorsey

W. Dorsey Hammond
State Supervisor of Reading

WDH:fs

COLORADO DEPARTMENT OF EDUCATION BYRON W. HANSFORD, COMMISSIONER OF EDUCATION
DENVER, COLORADO 80203 · TELEPHONE (303) 222-9911

Office of Instructional Services

October 28, 1968

Miss Mary L. Mielenz
NDEA Institute in English and Reading
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Miss Mielenz:

Enclosed you will find the publication we are field testing this year. I would appreciate your suggestions. I did so enjoy your sense of humor and your many contributions to the institute.

Sincerely,
Elizabeth H. Gibson

(Mrs.) Elizabeth H. Gibson
Consultant for the Language Arts

EHG/gg

Enclosures

Office of Language Arts
State Department of Education
P. O. Box 2360
Honolulu, Hawaii 96804

Dr. Eldonna L. Evertts
National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61820

Dear Dr. Evertts:

Since I have now completed three of the five NDEA Institutes for State Supervisors of English and Reading, I should tell you of what I have done to share the weeks' experiences with curriculum specialists at home.

After the first institute on "New Trends" held in October in Urbana, Illinois, I compiled my very extensive notes into a comprehensive report and submitted it to the State as my report of the trip. The report circulates to the State Superintendent, State budget and finance officer, assistant superintendent of budget and for curriculum and instruction, and school board members.

The most gratifying use made of the report, however, was by the English language arts specialists. Three of them found the detailed report so helpful that they requested permission to make copies which they distributed to all principals in their area, a total of about 111 principals. This would mean that these principals have passed the reports on to their own language arts chairmen or discussed the contents at their regular faculty meetings.

I point this out to you to indicate to you the far-reaching effects of my own attendance at the NDEA Institutes. My reports on the rhetoric and reading institutes will be ready for the opening of school in September.

Sincerely,

Shizuko Ouchi

Shizuko Ouchi
Program Specialist, English
Language Arts
Hawaii State Department of Education

SO:pg

STATE OF MONTANA
DEPARTMENT OF PUBLIC INSTRUCTION
HELENA 59601

HARRIET MILLER
Superintendent of
Public Instruction

November 19, 1968

Dr. Eldonna Evertts
Assistant Executive Secretary
National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61820

Dear Eldonna:

An appreciation to you for the fine NDEA Institute arranged for the State Supervisors in October is long overdue. Certainly the Thanksgiving Season is a most appropriate time for me to say my thank you. It was a privilege to hear our very best voices in the field of Language Arts-English, to enjoy the guest speakers, and exchange and share ideas again with other supervisors.

Not only one, but several suggestions were of immense assistance to me in meeting local problems. The many extra services, too, such as those furnished by your secretary, the banquet, and your supper for the Institute ladies demonstrated indeed your concern for our welfare and happiness. I am well aware of the many anxieties and hours of labor that such an Institute involved, and am hopeful that you have been rewarded in realizing the success of this one.

My very best wishes to you and yours for a happy Thanksgiving Holiday.

Most sincerely,

Ruth Harpel

(Miss) Ruth C. Harpel
English Supervisor

RCH/wb

FLORIDA ATLANTIC UNIVERSITY
BOCA RATON, FLORIDA 33432

December 14, 1968

Dr. Eldonna Evertts
Assistant Executive Secretary
National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois

Dear Dr. Evertts:

Of all the meetings in my lifetime of meetings, the December institute in Tallahassee was the most rewarding. (If only I could have attended the poetry portion.....)

Thank you for the privilege of attending this institute. The students in my English methods and elementary literature classes will be richer because of this institute.

Cordially,

Esther L. Mayfield

Esther L. Mayfield
Coordinator of English Education
College of Education

COMMONWEALTH OF VIRGINIA

STATE BOARD OF EDUCATION
RICHMOND. 23216

December 16, 1968

Dr. Eldonna L. Evertts, Director
NDEA Institutes for State Supervisors of
English and Reading
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Dr. Evertts:

Attending the NDEA/NCTE Institute in Tallahassee meant a great deal to me personally and professionally. Thank you very much for your efforts to make my attendance possible. I feel reasonably certain that I shall be unable to attend another of the institutes. I shall, however, talk with Wayne Bowman, Supervisor of English, when he returns to the office. Perhaps it will be possible for another member of the English Service to attend.

I did not finish the evaluation questionnaire before I left Tallahassee and am enclosing it now.

Again, thank you for everything.

Sincerely yours,

Mary F. Lovern

(Miss) Mary F. Lovern
Assistant Supervisor of English

MFL:bd

Enclosure

404

peso-education service center

Region 16 / 1601 South Cleveland St. / Amarillo, Texas 79102

December 16, 1968

Dr. Eldonna L. Evertts
N.D.E.A. Institute
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Eldonna:

I simply want to write to express my gratitude to you for allowing me to attend the institute in Tallahassee last week. I told Mr. Laycock, my director, and Dr. Emmitt Smith, from West Texas State University, that this was the best institute I have ever attended.

In the first place, the consultants were top-ranking; and in the second place, you and Mary saw that each minute was valuably spent. Yes, we spent a full week of work. That is what I expected and wanted. I did not always agree with the ideas I heard expressed; but then I feel highly priviledged to have been able to hear the "new thought."

Again, thank you for affording me this privilege.

Sincerely,

Edith

Edith Smith
Secondary Specialist

ES/bt

I plan to help put into operation many of the ideas discussed at the conference.

State of Alabama
Department of Education
State Office Building
Montgomery, Alabama 36104

ERNEST STONE
STATE SUPERINTENDENT OF EDUCATION

December 18, 1968

Dr. Eldonna Evertts, Director
NDEA Institutes for State Supervisors of
English and Reading
National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61820

Dear Dr. Evertts:

The first two Institutes have been all we could desire. They were of very special help to me, having come into the state department in English from a ten-year period of administration which was preceded by twenty-one years of teaching English.

The benefits that I have received would be almost endless but without too much comment these are a few:

> An understanding of new content in the structural linguistics and transformational grammar. Through my study I have been able to work throughout Alabama in helping our teachers to understand their role in using linguistics as a method. Our teachers have been most enthusiastic and are studying on their own. Many schools are developing their programs around linguistics and I feel that it is because I could carry information gained from the Institutes to them.
>
> Throughout the state both teachers and administrators are accepting new ideas in the teaching of English. This came as a direct result of my having studied the full week with Dr. Ruth Strickland and Dr. Hans Guth.
>
> I have carried to the principals of Alabama new ideas and innovations that have been discussed at the Institutes. They are beginning to implement many of these; for example, modular scheduling, differential staffing, team teaching, individualized instruction.
>
> The demonstrations in the teaching of literature were most helpful. I am carrying these methods into many in-service groups of English departments.
>
> The explanations of the Dartmouth Conference and work with some of its participants have given me much new thought to encourage traditionally-bound teachers to change their methods. We can notice some changes in the state even this soon.

The speeches by guests have given new inspiration. I am writing two articles for state publication as a result on one specific speech in Tallahassee. It is my intention that these publications will aid administrators and teachers.

The demonstrations on the use of films were priceless. This is being accepted readily by teachers who have had difficulty in reaching the slow learner.

Other than these specific learnings, one of the greatest helps of the Institutes is the opportunity to exchange ideas with other state supervisors in an informal manner.

I look forward eagerly to the next three Institutes and the information that I can secure.

May I extend my very personal best wishes and to wish all of my new friends at NCTE a Merry Christmas.

Very sincerely yours,

James O. Turnipseed

James O. Turnipseed, Coordinator
Communicative and Fine Arts

JOT:ib

BESSEMER CITY SCHOOLS

Board of Education Building **412 North 17th Street**
Bessemer, Alabama 35020

December 19, 1968

LANGUAGE ARTS
MARIANA ROSS
SUPERVISOR

TELEPHONE
428-6321

Dr. Eldonna Evertts, Director NDEA Institute
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Dr. Evertts:

The institute on literature and school programs at Tallahassee furnished much food for thought and inspiration for change. Among the ideas which I plan to explore further in the Bessemer system are:

(a) to furnish greater breadth and variety to the program with closer attention to the junior high level;

(b) to emphasize further the need for individual reading and the ways to acheive it;

(c) to strengthen and support multi-media approaches to the study of literature.

Dr. Miller's concern for involving the student with literature was refreshing and timely, and it is a concern to be shared at all levels of instruction. We hope to put many of his suggestions and techniques to use.

Let me thank you again for processing my application in time for me to attend the institute.

Gratefully yours,

Mariana Ross,

Mariana Ross

MR:ph

STATE OF NEVADA

Department of Education

CARSON CITY, NEVADA 89701

BURNELL LARSON
SUPERINTENDENT OF PUBLIC INSTRUCTION

JACK K. CLARK
ASSISTANT SUPERINTENDENT INSTRUCTION

December 20, 1968

Dr. Eldonna L. Evertts
Assistant Executive Secretary
National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61820

Dear Dr. Evertts:

I should like to express my personal appreciation for the most helpful Institute at Tallahassee last week. The opportunities for participation generated a sense of involvement that kept the proceedings lively as well as informative. My only suggestion, and one which I may have made on the questionnaire, would be that those with specific reports or responses might well be assigned these duties far enough in advance to enable them to prepare with less desperation.

I share the concern of several consultants at the budgetary strain imposed on individual consultants by having to pay transportation expenses to the several institutes. In my case, the honorarium equals my out-of-state per diem costs, but this is not the case for many who are attending. The total amount of transportation cost being borne by the State exceeds my usual out-of-state allotment for three years. While it is possibly too late to alter the financial arrangements for attendance at the current Institute, I should strongly suggest that travel expenses be written into the funding arrangements for any future projects of this sort.

I will see you in Austin if the State funds hold out.

Sincerely,

Edward H Howard
Edward H. Howard
English Consultant

EHH:aw

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
BOX 911, HARRISBURG, PA. 17126

December 23, 1968

Dr. Eldonna L. Evertts
College of Education
University of Illinois
Urbana, Illinois 61801

Dear Eldonna:

The Institute was excellent, primarily because you staffed it with people who are questioners, even of their answers. The insights and perspectives of the staff, speakers, and supervisors helped me cut the underbrush inevitable in a bureaucracy and see my role and ways to implement it much more clearly.

I am shaping plans to:

a. Help administrators understand "The New English" and their role in promoting it.
b. Convene K-12 Supervisors to help them define their role and train them as change agents.
c. Convene English Teacher Preparation personnel to help us in defining Program Approval Criteria which emphasize process rather than content and "talk about," the disease of English teachers.
d. Organize a study sequence for the next national convention.

Some suggestions. We suffered from an embarrassment of riches, too many good people capable of more than "talk about talk about" who hadn't enough time to take us through the processes they were describing. Jim Miller did well in spite of limitations on time, and Geoffrey Summerfield made a good start. I regret that we could only hear Culkin's message; it would have helped to rigorously analyze a film, even make a short one. It's important to go through such processes in order to communicate them effectively at home. Change is upsetting; most teachers (and teachers of teachers) need a guiding hand.

The focus on process and avoidance of the old hassles on content was helpful. At least as beneficial was the attention given to context, to how, where, and why "Englishing" fits. Jim Miller's statement on English as a mode of knowing suggests a direction for future conferences. I would like to hear someone good (perhaps Phil Phenix or Josiah Royce) on new ways to divide up knowledge and on other modes of knowing. The surest defense for the humanest of the humanities lies not only in saying what "Englishing" is, but also what it isn't. The shift from defining the exclusive boundaries of the discipline to examining the nature of the processes inherent in it makes a look at the processes we share with other disciplines imperative. (Arthur Koestler's The Act of Creation seems to me a natural text for this area).

Another embarrassment of riches was the volume of printed material we had at our disposal, There was simply to much to read and digest. For all of Mary Mielenz's delightful personality and adept effort to adapt to the situation, one can't generate much worthwhile discussion about material only two or three have read. Perhaps this time might be better spent in an extension of the way you had us introduce ourselves, by outlining what we were doing at home. There were a number of people I simply never got to question more deeply about their programs. More time spent in describing our own growing edges would yield a deeper sense of participation.

Finally, the hospitality you and others afforded us made a big difference. It's good to know each other as people, as well as pros. Thanks.

I regret that I won't be able to get to the rest of the Institutes; we simply haven't the travel funds to cover such distances. I suggest you send invitations to Dr. John E. Kosoloski, Director, Bureau of General and Academic Education and Mr. Donald Carroll, Assistant Commissioner for Basic Education, Department of Public Instruction.

Merry Christmas. I'll look forward to working with you again.

Sincerely yours,

Dave

David W. Miller
English Education Advisor
Bureau of General and Academic Education

DWM/lp

P.S. Where can I get "Creative Dramatics?"

Enclosure

JAMES A. SENSENBAUGH
STATE SUPERINTENDENT

MARYLAND STATE DEPARTMENT OF EDUCATION

600 WYNDHURST AVENUE. BALTIMORE 21210

December 30, 1968

Dr. Eldonna L. Evertts, Director
NDEA Institute for State Supervisors of
English and Reading
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Eldonna:

I believe that the NDEA Institute for State Supervisors of English and Reading is so valuable to me that I will try to attend all sessions even though I will have to pay my own expenses above my stipend allowance. As you may know, Governor Agnew has placed the Maryland State Department of Education under a financial freeze because of a drop in anticipated revenues from state sales taxes. Out-of-state travel for personnel in our Department is frozen until further notice.

The experiences and knowledge which I have received from the first two sessions of the Institute has enabled me to become more competent in my position as State Supervisor of English. At the present time I am acting as a consultant to the following local school systems which are in the process of revising their English curriculums: Anne Arundel, Allegany, Calvert, Dorchester, Harford, and Howard. Maryland does not have any state curriculum guides. Each local system publishes its own curriculum guides.

In addition to my curriculum work, I am also participating in teacher inservice training sessions in Allegany, Cecil, and Somerset counties. The new ideas which I have acquired from the Institute are proving valuable in helping to change traditional attitudes of teachers and to improve the teaching of English in the classrooms in our State.

I am looking forwarding to seeing you and my fellow State Supervisors again in Austin, and I hope that the remaining three sessions are as successful as the first two have been.

Sincerely yours,
Vic Kotulak
Victor B. Kotulak
State Supervisor of English

VBK:rr

State of South Carolina
Department of Education

CYRIL B. BUSBEE
STATE SUPERINTENDENT OF EDUCATION

COLUMBIA, S. C. 29201

January 6, 1969

Dr. Eldonna Evertts, Director
NDEA Institute for State English and Reading Supervisors
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Dr. Evertts:

I am writing to express my appreciation for having had the opportunity to attend the first two sessions of your NDEA Institute for State English and Reading Speacialists held in Urbana in October and in Tallahassee in December. Although our travel out of state continues to be limited, I hope to also attend the Austin session next month.

I have learned a great deal during the two one-week periods on new content in English and on literature. Implementation has been confined largely to in-service meetings with teachers at local schools as we currently have little funds available for statewide workshops or conferences. When these become feasible, however, I shall be ready with many new ideas for areas of concentration, including film study, improvised drama, repercussion of the Dartmouth Conference, and so on. I might add that greater awareness of the scope and potential impact of the Dartmouth Conference has, for me, been a major contribution of the institute.

In addition to what we have gained from the instruction and guest lectures, I think that each of us has profitted immeasurably from the formal and informal discussions and chats with supervisors from other states. For example, I have learned that Pennsylvania is developing courses in religious literature, that Florida has conducted a poetry workshop for elementary children, that Texas is conducting a workshop for administrators on what is new in English, that Virginia has developed a guide for teaching English to the disadvantaged, and so on. Awareness of such programs and projects is a great boon to those of us who are perhaps developing our own.

My only regret regarding the institute is that greater participation is not possible. Apparently most states are somewhat limited in their travel budgets, thus restricting their consultants to only one or two of the institute sessions.

Again, let me thank you for the opportunity you have provided us. Perhaps the best indication of how much I personally value the sessions is that I took annual leave in order to be at Tallahassee, and I would willingly do it again.

Sincerely,

Bing Somers

Albert B. Somers
Supervisor of English

ABS/lmb

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

FLOYD T. CHRISTIAN
SUPERINTENDENT

JOSEPH W. CRENSHAW
ASSISTANT SUPERINTENDENT
CURRICULUM AND INSTRUCTION

January 17, 1969

Dr. Eldonna L. Everrts
Assistant Executive Secretary
National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61820

Dear Eldonna:

When a participant "folds his tent and silently steals away" from one of the NCTE-NDEA Institutes for State Supervisors of English and Reading, his mind and heart are filled with new ideas, new projects, a wealth of information, and a firm resolve to "go forth and inspire others as he has been inspired."

Florida has many plans and projects underway because it has been my privilege to attend two of the institutes, where I learned not only about the WHAT, but also about the HOW.

Florida's First English Language Arts Leadership Conference is being held in Tallahassee February 17-19. A most impressive program is being planned with dynamic and outstanding speakers. Florida's First Film Festival is planned for April 10-13 in Miami Beach. Information concerning these conferences is enclosed.

The Third Poetry Festival is planned for April 25 in West Palm Beach. This year the Festival is to be called the ESTHER MAYFIELD POETRY FESTIVAL to honor one of our outstanding English educators whose original ideas and ingenuity, plus hard work and dedication to children brought it into being.

Other plans are being initiated as the process of language arts education develops. The Institutes have given impetus to this development. I am most grateful for the opportunity of attending and am looking forward to the February Institute in Austin.

Gratefully,

Kittie Mae Taylor se

(Mrs.) Kittie Mae Taylor
Consultant in English Language Arts

KMT:se

cc: Commissioner Floyd T. Christian
Dr. Joseph W. Crenshaw
Mr. Robert Hogan
Mrs. Esther Mayfield

JAMES A. SENSENBAUGH
STATE SUPERINTENDENT

MARYLAND STATE DEPARTMENT OF EDUCATION
600 WYNDHURST AVENUE, BALTIMORE 21210

January 22, 1969

NDEA Institute in English and Reading
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Attention: Eldonna L. Evertts, Director

Gentlemen:

I reluctantly have to inform you that I will be unable to be in Austin, Texas for the Third Institute. Circumstances have required that I be here at the office during the first week in February.

I was recently appointed chairman of the new task force to investigate the Status of Early Childhood Education in the State of Maryland. We currently are experiencing a freeze on out-of-state travel and the week of February 1st is a week when all personnel must be in the office. Consequently, this is the only week during the year that I will have to get all employees of that committee together for a series of sessions.

I looked forward to the Texas Institute. It was going to fit into my plans very nicely as I was going to be in New Orleans the previous week. I trust you will understand I am in the process of still trying to find someone who will be able to come to Texas in my place. If I find a substitute, I will call you on the phone to facilitate this matter.

I will, of course, be at the Connecticut Institute. I have no intention of permitting anything to deprive me of the opportunity of being with Nila Banton Smith and Bill Sheldon and the State Supervisors of Reading and English.

Best wishes for another successful week.

Sincerely yours,

W. Dorsey Hammond/bal

W. Dorsey Hammond
Supervisor of Reading

WDH:bal

The Commonwealth of Massachusetts
Department of Education
182 Tremont Street, Boston 02111

DIVISION OF
CURRICULUM AND INSTRUCTION

January 23, 1969

Dr. Eldonna L. Evertts, Director
NDEA Institute
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Eldonna:

Circumstances here prevent my attending the session in Austin. Our new Commissioner arrives Monday, February 2, and I have been requested to be present to represent the new curriculum development program which I am currently coordinating. I need not tell you how apologetic I am for this late cancellation or how much I had anticipated this session particularly.

In fairness to you and your staff, I am also cancelling now my selection for the Seattle meeting. Perhaps this will give you sufficient time to name an alternate participant. I will, however, attend the session in Sturbridge in May and would be happy to participate in whatever way you wish.

Please extend my sincere regrets to Mary and the participants in Austin.

Sincerely yours,

John E. Kearney
Coordinator of Curriculum Development

JEK:li

El Paso Public Schools
100 WEST RIO GRANDE AVENUE
P. O. BOX 1710
El Paso, Texas 79999

DEPARTMENT OF INSTRUCTION

March 3, 1969

Dr. Eldonna L. Evertts
Institute for State Supervisors
of English and Reading
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Dr. Evertts:

I appreciated very much the opportunity to attend the NCTE-NDEA Institute for Supervisors of English and Reading held in Austin. I found it very worthwhile, as I have stated on the enclosed evaluation questionnaire. I think the Institutes which you have planned will have a profound effect on the teaching of English in the schools of our nation. You and Mary Mielenz certainly deserve a commendation for your efforts. I wish you continued success in all your undertakings for the profession.

Sincerely,

George Bassett

George Bassett, Consultant
High School Language Arts

GB:fs
Enc.

TEXAS EDUCATION AGENCY
AUSTIN, TEXAS
78711

• STATE BOARD OF EDUCATION
• STATE COMMISSIONER OF EDUCATION
• STATE DEPARTMENT OF EDUCATION

March 6, 1969

Dr. Eldonna L. Evertts,
National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61820

Dear Eldonna:

Thank you for your very lovely letter concerning our most successful institute in Austin. Looking at that week in retrospect I'm inclined to say that any of the hours spent are well worth it in that we feel much closer to the participants and to you and Mary as a result of our activities. Certainly all of you were a delight to entertain. I still feel that you are the easiest group to be hospitable to in the world. We hope you will have a chance to meet again on another occasion in Austin and we can do something of the same again.

I would dearly love to throw all kinds of bouquets in your direction for doing one whale of a job for the profession. I hope you know how dear you are to both the organization and to English teachers all over this nation. You are wonderful and we are deeply grateful to you, though we don't say so nearly often enough.

I hope to see you at CEE in Syracuse. Missing Seattle is killing me.

Sincerely yours,

Mary

Mrs. Mary Galvan, Program Director
English Language Arts
Division of Program Development

MG:sb

State of Nebraska

Department of Education

FLOYD A. MILLER
COMMISSIONER OF EDUCATION
STATE CAPITOL LINCOLN 68509

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ROUTE 1, BOX 22
LEXINGTON 68850

March 12, 1969

Dr. Eldonna L. Evertts
Director
NDEA Institute for State Supervisors
of English and Reading
57 East Armory Street
Champaign, Illinois 61820

Dear Eldonna:

Once again, I congratulate you on your efforts in conducting this sort of conference. To me it has been most valuable. I have much appreciated the chance to become better acquainted with you and to meet so many other people in the field.

I will not be in this position next year, and I will certainly miss the continuation of these experiences. I promise that I will do all I can to make it possible for my successor to attend at least one of the institutes planned for next year. Best wishes on your continued efforts toward the betterment of the profession.

Sincerely,

Bob

Robert C. Baden
Consultant in English

RCB:bs

420

Harold F. Gray
Assistant Superintendent

Renwick W. Taylor
Assistant Superintendent-Instruction

Clover Park Schools

District 400, Pierce County
5214 Steilacoom Boulevard Lakewood Center, Washington 98499

T. Olai Hageness, Superintendent

Dr. Wm. G. Kalenius, Jr.
Director of Pupil Services

Kenneth H. Storaasli
Director of Personnel

April 17, 1969

Dr. Eldonna L. Evertts, Director
NDEA Institute on English and Reading
National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61820

Dear Eldonna:

Thank you for your kind letter about the recent Institute. Those of us who were privileged to be "guest-participants" felt fortunate to have such an opportunity. Our pleasure was increased by meeting and working with you and your staff.

I hope to see you here in the Northwest soon again. We are benefited by the exchange of ideas and the contact with you and your office.

Sincerely yours,

John

John F. Leonard
Supervisor of English

eb

SEATTLE PUBLIC SCHOOLS
ADMINISTRATIVE AND SERVICE CENTER
815 FOURTH AVENUE NORTH
SEATTLE, WASHINGTON 98109

April 25, 1969

Dr. Eldonna L. Evertts
Director
NDEA Institute on English and Reading
National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61820

Dear Eldonna:

I wish to thank you for your gracious letter of March 25. We here in Seattle are so happy to have made your acquaintance. Now we know the real you as well as the professional you whom we have hereto admired from afar.

Now that I can look back in restrospect, I realize even more than ever how much help I gleaned at the Institute. I have pulled together little bits and pieces of my notes which I have used for a reference when talking about the Institute to my colleagues and others. Since you had asked me to send you a copy of my notes after I had compiled them, I am enclosing these "random samples" for you.

I trust all is going well for you and that in your busy days there will be time to enjoy the return of spring. I wish you could see Seattle in bloom now. (We have had a ray of sun thrown in for good measure now and then.)

There will always be a warm welcome waiting for you in Seattle. Come back to us again.

Sincerely yours,

Louise Markert

Louise Markert
English Language Arts Assistant

422

T. H. BELL
Superintendent

UTAH STATE BOARD OF EDUCATION

1400 UNIVERSITY CLUB BUILDING • 136 EAST SOUTH TEMPLE
SALT LAKE CITY, UTAH 84111

DIVISION OF ELEMENTARY AND SECONDARY EDUCATION

QUENTIN E. UTLEY
Administrator

May 15, 1969

Dr. Eldonna Evertts
National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois

Dear Eldonna:

Here are some samples of notes which I have distributed in workshops. They have served to generate discussion, and to alert teachers to some of our concerns. This strategy of in-service education may prove to be more effective than guide building--or at least it may be another way of changing thinking. I guess we'll have to use all possible strategies.

Thank you for arranging for us to fraternize and discuss problems and become aware of something outside our own domains!

Best regards,

Jewel

Jewel J. Bindrup
Specialist, English Education

JB:jt

Delta State College
Cleveland, Mississippi 38732

May 16, 1969

Dr. Eldonna L. Evertts
Director, NDEA Institute for State Supervisors
57 East Armory Street
Champaign, Illinois 61820

Dear Dr. Evertts,

I can't wait longer to thank you for the high light of my year and years! I have been in those great audiences to hear the great speakers but I had never hoped for small group instruction and/or a "live-in" with the "greats".

For the past months I have felt that in spite of our efforts in Mississippi we are only denting the educational surface. Being with the sincere, knowledgable, and involved educators was contagious. I am most grateful for renewed spirit, as well as fresh approaches, to problems which we have in abundance in our troubled area.

I hope you have found recuperating time. A program could not move so perfectly without being a physical drain on the director.

Thank you again for including me.

Sincerely yours,

Mary B. Whittemore

(Mrs.) A. C. Whittemore

State of South Carolina

Department of Education

CYRIL B. BUSBEE
STATE SUPERINTENDENT OF EDUCATION

COLUMBIA, S. C. 29201

424

May 19, 1969

Dr. Eldonna Evertts, Director
NDEA Institute for State Supervisors of
English and Reading
57 East Armory Street
University of Illinois
Champaign, Illinois 61820

Dear Eldonna:

I regret that I was unable to attend the Institute's last two sessions in Seattle and Sturbridge, but I do want to express my gratitude for having been a part of Urbana, Tallahassee, and Austin. For many reasons, those three weeks were invaluable to me.

As Betty Hodges told you at Sturbridge, I am resigning this position during the summer to accept a fellowship for graduate study next year at Florida State University. I feel that I desperately need to return to school and that this is a prime opportunity.

I am grateful for my many worthwhile experiences here in the State Department of Education and hope that I have at least laid the groundwork for whoever follows. I do regret that, in this State Department at least, conditions for supervision do not always lend themselves to the provision of a sound program in English instruction. I wish there were something more that the National Council could do to make administrative personnel, such as state superintendents of education and their deputies, more aware of the great need for curriculum innovation and supervision in English.

In closing, let me again thank you for your tireless efforts to make the NDEA Institute so worthwhile and enjoyable. I hope that our paths will cross many times in the future—at Tallahassee, perhaps, and elsewhere.

Sincerely,

Bing

Albert B. Somers
Supervisor of English

ABS/lmb

STATE OF TENNESSEE
DEPARTMENT OF EDUCATION
DIVISION OF INSTRUCTION
128 CORDELL HULL BUILDING
NASHVILLE, 37219

425

May 19, 1969

Dr. Eldonna L. Evertts
Director, NDEA Institute for State Supervisors
57 East Armory Street
Champaign, Illinois 61820

Dear Eldonna:

I wish I knew how to tell you how much the Institutes have meant to me. You have done an unbelievable job of planning and organization, and you must be deeply gratified to know the contribution you have made to better instruction and supervision in this country.

I shall always be grateful to you. It would be foolish to try to list all the reasons. Thinking back on this year, I wonder how we could proceed without the experiences and information we now have and treasure. In fact, the Institutes would have been worth the effort if we had done nothing but get to know Mary Mielenz and her delightful sense of humor. Thank you for being the wonderful inspiration you are to all of us.

Fondly,

Andrena

Andrena C. Briney

ACB/lc

The Commonwealth of Massachusetts
Department of Education
182 Tremont Street, Boston 02111

DIVISION OF
CURRICULUM AND INSTRUCTION

May 19, 1969

Dr. Eldonna L. Evertts, Director
NDEA Institute for State Supervisors
Of English and Reading
57 East Armory
Champaign, Illinois 61820

Dear Dr. Evertts:

I must express my personal thanks and appreciation of the two institutes I was fortunate enough to attend. You did a masterful job in planning and coordinating a meaningful program at Sturbridge. It was good indeed to see you and Dr. Milienz again.

For your interest, I am enclosing a copy of Interchange, our Bureau publication.

All the very best to you.

Sincerely yours,

Sophie

(Mrs.) Sophie S. Hollander
Supervisor in Education

SSH/mfj
Enc.

STATE OF HAWAII

DEPARTMENT OF EDUCATION
P. O. BOX 2360
HONOLULU, HAWAII 96804

GENERAL EDUCATION
BRANCH

May 21, 1969

Dr. Eldonna Evertts, Director
NDEA Institute for State Supervisors
57 East Armory
Champaign, Illinois 61820

Dear Eldonna,

The opportunity to attend three of the five NDEA Institutes for State Supervisors of English and Reading this school year has been one of the outstanding experiences in my entire professional career.

I think all of us who attended will become better for having had outstanding instruction by leaders brought to us and for the many contacts we established with our national colleagues as we exchanged and shared views, programs, concerns, and materials.

Those of us in English and Reading consider ourselves especially fortunate for the leadership you have provided in making such experiences possible.

Thank you, and my best wishes.

Sincerely,

Shizuko/y

Shizuko Ouchi
Program Specialist
Language Arts

cc: Dr. Mary L. Mielenz

SARAH FOLSOM
SUPERINTENDENT

ELIZABETH LOVIN COOK
READING CONSULTANT

SUITE 207, EXECUTIVE BUILDING
1333 WEST CAMELBACK ROAD
PHOENIX, ARIZONA 85013
PHONE: (602) 271-5235

1912

State of Arizona
Department of Public Instruction
TELEPHONE 271-5198
State Capitol
Phoenix

June 24, 1969

Dr. Eldonna L. Evertts, Director
NDEA Institute for State Supervisors
57 East Armory Street
Champaign, Illinois 61820

Dear Eldonna:

This is certainly "late in the day" to be saying thank you for the wonderful institute at Sturbridge.

Nila Benton Smith's material arrived this morning. I truly marvel at your ability to organize and pull things together for us.

Because of the sudden death of Mrs. Folsom, I am unable to assist in identifying anyone in this department who might be interested in a fellowship. We all feel her loss keenly. She was a dedicated and brilliant educator and a warm and true friend.

Sincerely,

Elizabeth L Cook

Elizabeth L. Cook
Reading Consultant

ELC:ml

B-7

EXCERPTS OF LETTERS FROM LECTURERS AND INSTRUCTORS

EXCERPTS FROM LETTERS WRITTEN TO THE DIRECTOR BY LECTURERS:

....."I enjoyed participating in the Institute. It was wonderfully well organized and you had an excellent group of people. Congratulations and thanks...."

William A. Jenkins
President
National Council of Teachers
of English

"I thoroughly enjoyed my all too brief participation in the inspired conference at Tallahassee for which you and your great associates will be long remembered."

Arnold Lazarus
Purdue University

"I had a good time at the Institute."

Wallace Douglas
Director, The Curriculum Center
in English
Northwestern University

"Your schedule of Institutes sounds exciting. Holding sessions in the cities you have selected should make all this good help available to most of the supervisors throughout the country. You are performing an important service to the Profession and the Council."

Alfred H. Grommon
President
National Council of Teachers
of English (1968)

"Being with your group was a pleasure."

Mary J. Tingle
Chairman, Language Education
The University of Georgia

"Your extraordinary graciousness contributed in large measure to making my stay in Seattle pleasant....... In our talk after the banquet you raised some very thoughtful questions and presented some challenging suggestions......."

Fredericka White DeCosta

"Again, I wish to thank you for giving me the opportunity to speak to the State Supervisors of English. Judging from the comments I heard about the week-long institute, I feel that it was .... successful."

Edward B. Jenkinson, Director
English Curriculum Study Center
Indiana University

"I enjoyed very much my stay in Austin and my work with the institute participants. It was good to have a chance to work with you again in that setting."

Stanley B. Kegler
Assistant Vice President and
Professor, English Education
University of Minnesota

"I enjoyed participating in the Seattle meeting. Thank you for asking me."

Robert C. Slack
Head, Department of Humanities
Carnegie-Mellon Institute

"Just a brief note to say how much I enjoyed the opportunity of being with your group."

Stanley M. Sapon
Professor of Psycholinguistics and Psychology
Director, Verbal Behavior Laboratory
The University of Rochester

"Thank you again for inviting me to take part in the Seattle Institute. I very much enjoyed it."

Michael F. Shugrue
Secretary for English
Modern Language Association

"You did a triumphant job on the conference - it was a privilege and joy to be involved in it."

Edward Rosenheim, Jr.
Professor of English and Humanities
University of Chicago

"I very much enjoyed the Florida experience, and am only sorry that I couldn't stay longer. I'm sorry I missed the BBC Drama films but had sat up very late the night before talking!"

Geoffrey Summerfield
University of York, England
Currently, University of Nebraska

"I was very glad to have had a part in it (the Institute) and I send my heartiest congratulations to you for a very well organized and conducted institute....again thanks for the invitation and for the excellent meeting."

Robert C. Pooley
Professor English Education (emeritus)
University of Wisconsin

INDIANA UNIVERSITY
School of Education
EDUCATION BUILDING
BLOOMINGTON, INDIANA 47401

AREA CODE 812
337-4702

433

October 24, 1968

Dr. Eldonna Evertts
National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois

Dear Eldonna:

I enjoyed participating in your meetings last week. I thought you had things organized quite well and I think everything went beautifully. I think people felt that the experiences covered a fairly wide range and that was all to the good.

Personally, I enjoyed meeting these people very much indeed. While not as many came for formal conferences, I did talk with a good many of them individually at intermissions and other times.

The buffet supper party at your house was delightful. You are quite amazing to put on such a lovely party and keep everything going at the meetings. The food was delicious and the entire party a relaxing experience. Thank you for everything.

Sincerely,

Ruth

Ruth G. Strickland
Research Professor of Education

RGS:dc

THE UNIVERSITY OF CHICAGO
CHICAGO • ILLINOIS 60637
DEPARTMENT OF ENGLISH
1050 EAST 59TH STREET

February 4, 1969

Dear Dr. Evertts:

I trust that this letter containing my impressions of the Tallahassee Institute may serve as my report.

Let me begin by saying that I found the week pleasant, stimulating, and rewarding. I might add that I also found it exhausting, but as time passes, I find it more and more difficult to say just what I would drop out or give up.

The program was well-balanced, designed to appeal all along the scale from elementary to college level. And moreover, literature was not defined in any narrow sense--it was broadened to include the drama and the motion pictures and other aspects that teachers should know about and are interested in. In such an intense week, this variety and diversity helped to hold the interest of all the participants and helped hold the group together as a group.

I liked particularly the emphasis on getting the participants involved in discussions and evaluations. Some of the most valuable sessions were those in which participants led discussions on recent NCTE books dealing with new ideas in the teaching of literature.

The various speakers that were brought in were simply the best in the country--Rosenheim, Olson, Summerfield, Lazarus, Burton. Such a line-up can not have failed to strike some sparks. The range of interest and emphasis in this series of speakers is great enough, and they are all lively enough, to insure attention and engaged response.

As for the personnel running the conference, all I can say is in praise. The participants were well taken care of, and the social events were enjoyable and relaxing. The trip to Panacea was a highlight. The hospitality was, in Southern fashion, generous and gracious.

It would be hard to believe that the participants did not benefit greatly from their experience. Their encounters with each other alone would be genuinely valuable. Add to this all the opportunities provided by the program, and the returns to the participants should be immense.

Dr. Evertts
February 4, 1969
Page two

It is, I think, quite likely that the most important results are long-term ones. The participants will for some time continue to discover that they have carried away from the conference more than they guessed, and as supervisors will for some time continue to pass on their gains to the teachers they work with.

Sincerely,

Miller J.

James E. Miller, Jr.

EXCERPTS OF A PERSONAL LETTER FROM HAROLD S. ALLEN REGARDING THE AUSTIN INSTITUTE:

Minneapolis
8 February, 1969

Dear Eldonna,

. . . .

Roger Shuy certainly did very well in Austin; I know that some of the participants considered his two talks and the 45-minute free discussion on Friday to be the most rewarding part of the entire week.

It seemed to me that the institute was successful. I liked the group as a whole, and the various speakers . . . with one exception . . . contributed a lot. Dave DeCamp gave a lively and excellent talk, by the way.

Cordially,

Harold
(Harold S. Allen)

EXCERPTS OF A PERSONAL LETTER FROM NILA B. SMITH
REGARDING THE STURBRIDGE INSTITUTE:

From the desk of

NILA BANTON SMITH

Northridge, California
May 20, 1969

Dear Eldonna,

Thank you for your nice letter of May 16.

It was a pleasure to work with your fine group. And it was a joy to witness your high competency in implementing such an Institute.

More power to you! You are doing a lot of good.

. . . .

Cordially,

Nila

B-8

LETTERS TO STATE SCHOOL OFFICERS

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

February 8, 1968

Mr. A. W. Ford
Commissioner of Education
State Department of Education
Little Rock, Arkansas 72201

Dear Mr. Ford:

State supervisors of English and reading in Arkansas are invited to apply for admission to a "Special NDEA Institute for State Supervisors of English and Reading" cosponsored by the National Council of Teachers of English and the University of Illinois under a grant from the U. S. Office of Education.

This series of institutes has been designed to help state supervisors fulfill their leadership role by bringing together course instructors, practicum lecturers, and consultants, who are recognized scholars and educators, to present recent research and scholarship in English and reading and the implications of these for curriculum development and supervision. Therefore, many states may wish to encourage state supervisors to attend by offering financial assistance and relieving them from office responsibilities at the time of the institutes.

State supervisors have diverse professional responsibilities and would not, in many cases, be able to attend a long institute of five continuous weeks. Consequently, the present institute has been divided into five one-week institutes during the 1968-1969 academic year. The cost of transportation will be equalized for those attending since each one-week session will be in a different section of the country.

Preference in selection of participants will be given to those supervisors who will be able to attend all the institutes in this series. Nevertheless, it is expected that some supervisors will attend a fewer number of sessions. Although the specific titles given to the state supervisors or consultants may not be the same in each state, a person employed by the state department of education who is concerned primarily with the teaching and supervision of English, reading, or the language arts in grades K-12 may apply.

We hope you will call the attention of this institute to the members of your department who are eligible to attend. Individuals who have been invited from Arkansas are: Mr. L. C. Leach, Little Rock and Mrs. Vernice Hubbard, Little Rock. You may wish to send the enclosed brochures describing the institutes to others in your department who should receive an invitation.

The institute is designed to have a representative from each state but more than one person from a state may apply. We hope Arkansas will be represented at each institute.

Sincerely yours,

Eldonna L. Evertts
Director

ELE:mrc
Enclosure
cc: L. C. Leach
Vernice Hubbard

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

August 29, 1968

Mr. Harry Roberts
Superintendent of Public Instruction
State Department of Education
Cheyenne, Wyoming 82001

Dear Mr. Roberts:

At the present time the state of Wyoming will not be represented at the special NDEA Institute for State Supervisors of English and Reading cosponsored by the National Council of Teachers of English and the University of Illinois. Your state is one of the few that has not made arrangements to send an English or reading specialist to the series of institutes designed to help members of the State Department of Instruction appraise the teaching of English and reading within the individual states. However, the deadline has been extended, enabling states seeking representation to make arrangements. Applications should be submitted as soon as possible.

Opportunity exists for one or two supervisors of English and/or reading from your State Department of Instruction to apply for a one-week Institute at Tallahassee, Florida; Austin, Texas; Seattle, Washington; or Hartford, Connecticut which will be held in December 1968, February 1969, March 1969, and May 1969, respectively. The Urbana Institute in October 1968 still has two openings. Each person attending will receive a stipend of $75 per week. Nearly all of the other states sending representatives are paying all or part of travel and other expenses. This is one indication of the importance placed upon these institutes by curriculum authorities, heads of state departments of instruction, assistant superintendents in charge of curriculum or instruction, and state superintendents.

The enclosed brochure describes the institutes. Requests for further information can be addressed to the National Council of Teachers of English at 508 South Sixth Street, Champaign, Illinois 61820.

Please forward this letter to your instructional leaders--state supervisors or consultants of English, the language arts, or reading--with the recommendation that they apply for one or more Institutes.

Sincerely yours,

Eldonna L. Evertts
Director

ELE:ah

Enclosures

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

October 24, 1968

Commissioner Newell J. Paine
Department of Education
410 State House Annex
Concord, New Hampshire 03301

Dear Commissioner Paine:

Your state was represented by Mark Kristoff at the NDEA Institute for State Supervisors of English and Reading in session at the University of Illinois during the past week. The sessions were devoted to periods of intensive study and discussion.

The focus of the morning sessions was on the new content in the English language arts in elementary and secondary areas. Dr. Ruth Strickland, Research Professor of Education at Indiana University, gave instruction in new developments at the elementary level. Dr. Hans P. Guth, Professor of English at San Jose State College, presented the new content area applicable to secondary education. Both lecturers concentrated on the learner and his acquisition of knowledge. The humane approach of the philosophy resulting from the Dartmouth Seminar was much in evidence.

The participants were treated to course lecturers by such curriculum specialists as Dr. J. Harlan Shores of the University of Illinois; Dr. Robert A. Bennett of the San Diego Unified School District, who gave step-by-step procedures of their curriculum developments; and Dr. Robert C. Pooley of the University of Wisconsin and Dr. Edward B. Jenkinson of Indiana University, who discussed the working of the curriculum centers within their states. In a brilliant evening lecture, Dr. J. N. Hook, University of Illinois, presented a philosophy of humaneness that inspired everyone.

We noted the enthusiasm of the participants and their dedication to the heavy schedule provided for them. Their enthusiasm makes us hope that they or others of your staff may be permitted to attend the other institutes. Description of these remaining institutes is in the enclosed brochure. We know that your state will profit from the attendance of Mark Kristoff at this institute.

Sincerely yours,

Eldonna L. Evertts
Director

ELE pg
enc.

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

January 6, 1969

Mr. Ivan Ward Lasher
Director of Education
Department of Education
Government of Guam
Agana, Guam 96910

Dear Mr. Lasher:

Requests have come to us from several states asking whether a possibility exists for their sending a few extra participants to the NDEA/NCTE Institute for State Supervisors of English or Reading. Naturally, our chief concern is to serve the state supervisors of English and/or reading who may not have participated from your state. Our next service is to other persons employed by state departments of instruction who are concerned with English and reading but not specializing in the area entirely.

Our present records indicate your state will not be represented at these important institutes. However, if your own state supervisor or general consultant makes plans later to be in attendance in Austin (February 3-7) or Seattle (March 3-7) perhaps your department has knowledge of curriculum personnel, city or county English/reading consultants, or city or county English/reading supervisors who could serve your state well by attending. This would give support to state programs within your state and provide liaison between the state department and school systems.

Each person attending will receive a stipend of $75.00 per week plus $15.00 for each dependent. Nearly all of the states have paid all or part of travel and other expenses for state department persons who have been participants.

It is essential that applications be submitted at the earliest possible time. Requests for application forms can be addressed to Dr. Eldonna L. Evertts, NDEA Institute in English and Reading, 57 East Armory Street, Champaign, Illinois 61820; or to National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820.

May we also extend an invitation to you to attend any or all of the institutes. Our budget does not cover travel or stipend for state superintendents but we cordially invite you to be with us if you are in Austin or Seattle in February or March.

Please forward this letter to your instructional leaders--state supervisors or consultants of English, the language arts, or reading--with the recommendation that they apply for one or more Institutes.

Sincerely yours,

Eldonna L. Evertts
Director

ELE:bkf

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

January 9, 1969

Dr. Thomas J. Curtin
Deputy Commissioner of Education
Massachusetts Department of Education
182 Tremont Street
Boston, Massachusetts 02111

Dear Dr. Curtin:

As you know Massachusetts was represented by John Kearney at the NDEA/NCTE Institute for State Supervisors of English and Reading in session in Tallahassee in early December. The sessions were devoted to intensive study of literature in the elementary and secondary levels.

Dr. James E. Miller, Jr., of the University of Chicago was the principal instructor. Geoffrey Summerfield of York, England (currently at the University of Nebraska), demonstrated the teaching of poetry at the elementary level. Dr. Eldonna Evertts lectured on children's literature while Robert Hogan spoke on the changes in teaching literature in our schools during the past decade. The last two speakers are assistant executive secretary and executive secretary, respectively, of the National Council of Teachers of English.

The participants were given every opportunity for involvement in discussion during and after lectures. The closing lecture by Dr. Edward Rosenheim, Jr., on literature was a masterpiece. Father John Culkin presented exciting ideas for film making by students. Dr. Dwight Burton, Dr. Paul Olson, and Dr. Arnold Lazarus discussed project English programs for which they were responsible.

Mr. John Kearney presented an outstanding report at one of the Practicum sessions. His dedication and enthusiasm makes us hope that he or others of your state staff may attend the following institutes in the series.

Dr. Joseph W. Crenshaw, Assistant Commissioner of Education, and other staff members from the Florida State Department of Education attended one or more sessions. If you are in the Austin area, we hope you will attend a session or two on linguistics and language development. Unhappily, we have not budgeted for this type of expenditure and cannot offer expenses, but we do want you to know how welcome you are to attend any or all sessions.

Sincerely yours,

Eldonna L. Evertts
Director

ELE rjg

A SPECIAL NDEA INSTITUTE FOR STATE SUPERVISORS OF ENGLISH AND READING

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

February 21, 1969

Dr. Ernest Stone
Superintendent of Education
State Department of Education
Montgomery, Alabama 36104

Dear Dr. Stone:

With the approval of the U. S. Office of Education, we have arranged special programs for state superintendents, commissioners of education, and others concerned with curriculum at the state level during the last two days of the NDEA Institute for State Supervisors of English and Reading to be held in Seattle (March 3-7) and Sturbridge Village (May 5-9). These institutes are cosponsored by the University of Illinois and the National Council of Teachers of English.

In Seattle, the first session for you will begin Thursday, March 6, at 1:00 p. m. with a lecture by Dr. Wallace Douglas. The program will continue on Friday, March 7. Other speakers are Dr. Alvina Burrows and Dr. Bernard Weiss. Miss Fredericka White of Los Angeles, actively involved in the Watts Writing Project, has been invited to be the banquet speaker on Thursday evening. All meetings for this institute will be held at the Hilton Inn, Seattle.

The Sturbridge Institute, May 8 and 9 for you, will feature Mr. Louis H. Pollak, Dean of the Law School, Yale University, at the Thursday night banquet. He will discuss the recent Supreme Court ruling on censorship and the role of the state in safe-guarding the reading of youth. Other speakers are Dr. William Iverson of Stanford and Dr. William Jenkins, President of the National Council of Teachers of English. The Sturbridge meetings will be held in the American Motor Lodge.

We are enclosing hotel reservation forms and a card for requesting banquet reservations. The special hotel rates made for the supervisors will be available to you. Make banquet checks for Seattle payable to Thomas Barton ($6.50) and for Sturbridge payable to Robert Kinder ($6.50) and mail to our office for forwarding. Please send the hotel cards directly to the hotel.

Single rates at the American Motor Lodge are $14.00 plus tax
Double rates at the American Motor Lodge are $20.00 plus tax

Unhappily, we have not been budgeted for your travel and per diem, but we were granted extra funds for additional speakers for you. We hope you can attend either or both of these institutes and become better acquainted with our state supervisors of English and reading and their contributions to the educational scene.

Sincerely yours,

Eldonna L. Evertts
Director

ELE:rjg

Enclosures
  Hotel reservation form
  Banquet reservation form

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

May 14, 1969

Dr. James A. Sensenbaugh
Superintendent, Maryland State
Department of Education
301 West Preston Street
Baltimore, Maryland 21201

Dear Mr. Sensenbaugh:

As you know your state was represented by Mr. Victor B. Kotulak at the NDEA Institute at Sturbridge, Massachusetts, May 5-9. I am certain from their evaluations that the participants found the lectures and instruction on reading valuable.

Your representative was honored at the banquet along with two others. These three were cited for attendance at all five institutes and received Eagle plaques to commemorate the occasion.

During the week at Sturbridge, morning instruction was devoted to the many components of reading and the teaching of reading. Current trends and innovations including psycholinguistics and linguistic applications to reading were presented, too. Several of the participants reported on the English and reading programs in their various states.

Next year I hope your state will again be represented at the EPDA Institutes for State Supervisors of English and reading.

I appreciate the cooperation you have extended toward making the Institutes held this year so successful.

Sincerely,

Eldonna L. Evertts
Director

ELE:rjg

May 21, 1969

Mr. Lawrence M. Bongiovanni
Director
Bureau of Elementary and Secondary Education
State Department of Education
Division of Curriculum and Instruction
182 Tremont Street
Boston, Massachusetts

Dear Mr. Bongiovanni:

The members of the NDEA/NCTE staff for the Institute for State Supervisors of English and Reading which met a short time ago in Sturbridge, Massachusetts, as well as myself were all disappointed that you and Mr. Kearney were not able to join us for the banquet on Thursday evening.

Dean Louis Pollak was an excellent speaker and those of us who were privileged to be with him immediately after the session were most delighted in hearing about some of the action groups on the Yale campus and at the School of Law in particular. I am sure you would have enjoyed his account of what is happening there as well as the more general statements on censorship which he related to the participants.

I do hope that by this time you are fully recovered and feeling fine.

Perhaps next year it will be possible for you to attend one of the EPDA Institutes which will also be planned for state supervisors of English and reading. May I extend a special invitation to you at this time to join us whenever it is possible for you to do so.

Sincerely yours,

Eldonna L. Evertts
Director, NDEA Institute in
English and Reading

ELE pg

STATE ADMINISTRATORS NOTIFIED OF REPRESENTATIVES AT INSTITUTES

Dr. Ernest Stone
Superintendent of Education
State Department of Education
State Office Building
Montgomery, Alabama 36104

Dr. J. C. Blair
Director of Secondary Education
State Department of Education
State Office Building
Montgomery, Alabama 36104

Dr. Kenneth C. Madden
State Superintendent
State Dept. of Public Instruction
P. O. Box 697
Dover, Delaware 19901

Dr. Jack P. Nix
Superintendent
State Department of Education
Atlanta, Georgia 30334

Dr. H. Titus Singletary
Associate State Superintendent
State Department of Education
Atlanta, Georgia 30334

Dr. Claude Ivie
Director, Curriculum
State Department of Education
Atlanta, Georgia 30334

Mr. H. V. Bullock
Assistant Director
State Department of Education
Atlanta, Georgia 30334

Dr. LeRoy Jensen
Assistant Superintendent
State Dept. of Public Instruction
Des Moines, Iowa 50316

Mr. Murle Hayden
Superintendent
State Dept. of Education
120 East 10th Street
Topeka, Kansas 66612

Dr. George Cleland
Director, Educational Services
State Department of Education
120 East 10th Street
Topeka, Kansas 66612

Mrs. Mollie Reynolds
State Department of Education
15 Western Avenue
Augusta, Maine 04330

Mr. Basil Kinney
Superintendent of Schools
Belfast, Maine

Mr. Richard M. Sawyer
M.S.A.D. #41
Milo, Maine 04463

Dr. James A. Sensenbaugh
Superintendent
State Department of Education
301 West Preston Street
Baltimore, Maryland 21201

Mr. Walter J. Markham
Director
Bureau of Vocational Education
State Department of Education
182 Tremont Street
Boston, Massachusetts 02111

Dr. James M. Ewing
Delta State College
Cleveland, Mississippi 38732

Mr. Robert Best
Associate Superintendent
State Department of Education
Heroes' Memorial Building
Carson City, Nevada 89701

Dr. Bernard Haake
Associate Commissioner of Education
State Department of Education
Albany, New York 12224

Dr. Craig Phillips
State Superintendent
State Department of Education
Education Building
Raleigh, North Carolina 27602

Mr. Stuart R. Brown
Director, Region V
Educational Services Center
Box 1069
Lancaster, South Carolina 29720

Dr. Quentin Utley
1400 University Club Building
136 East South Temple
Salt Lake City, Utah 84111

Dr. Lerue W. Winget
Deputy Superintendent
State Department of Education
136 East South Temple
Salt Lake City, Utah 84111

Dr. William Manning
Superintendent
Washington, D. C. Public Schools
415 12th Street, N. W.
Washington, D. C. 2004

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B-9

LETTERS FROM STATE SCHOOL OFFICERS

4 6 3

STATE OF SOUTH DAKOTA

DEPARTMENT OF PUBLIC INSTRUCTION

DR. GORDON A. DIEDTRICH
STATE SUPERINTENDENT

AC 605 224-5911

Pierre 57501

September 10, 1968

Dr. Eldonna L. Evertts, Director
NDEA Institute for State Supervisors
of English and Reading
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Dr. Evertts:

Your letter of August 29 to Dr. Gordon Diedtrich, State Superintendent of Public Instruction, in which you point out South Dakota's lack of representation in the NDEA Institues for State Supervisors, has been referred to me for reply.

I have just joined the Department as Assistant Superintendent in Charge of Curriculum and Learning. Although there are plans to expand the Department to include specialists in the various disciplines, at this time we do not have a supervisor per se of English and/or reading.

Lacking the specialist, these responsibilities at this point fall to me. I have been a teacher of secondary English, have had considerable graduate work in reading, and presently do numbers of in-service programs in these areas. I should very much like to apply for one of the Institutes--most likely the March one in Seattle, but possibly the Tallahassee meeting in December.

If, in your judgment, my application would be acceptable, kindly forward the necessary forms.

Sincerely,

Eldon E. Gran

ELDON E. GRAN, Ed. D.
Assistant Superintendent
Curriculum and Learning

eg/s

"Direction Through Leadership"

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DEPUTY SUPERINTENDENT OF PUBLIC
INSTRUCTION AND SECRETARY TO THE
STATE BOARD OF EDUCATION

September 10, 1968

Miss Eldonna L. Evertts, Director
NDEA Institute in English and Reading
National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61820

Dear Miss Evertts:

I am sorry that we have overlooked responding to your earlier notices concerning the NDEA Institute for State Supervisors of English and Reading. Our special concern this year is in the area of improving the teaching of written composition. Therefore, we would most like to have our elementary specialist in language arts attend the March 3-7, 1969, Institute at Seattle if this will be possible. Our participant would be Mr. Wilmur Nance who is our elementary language specialist.

Kindly let me know as to whether or not you have an opening for the Seattle institute in March.

Cordially,

Dale Parnell, Supt.
Public Instruction

Jesse V. Fasold

Jesse V. Fasold
Deputy Superintendent

JVF:pw

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
BATON ROUGE 4

WILLIAM J. DODD
STATE SUPERINTENDENT

September 11, 1968

Mrs. Eldonna L. Evertts
Assistant Executive Secretary
National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61820

Dear Mrs. Evertts:

I have your letter of August 29 relative to the special NDEA Institute for State Supervisors of English and Reading stating that our state is one of the few that has not made arrangements to send specialists to the meeting.

I sometimes wonder how state supervisors can find time to attend all of the meetings to which they are invited and still carry on their activities in the State Departments. Every week my mail is full of invitations from various directors of federal programs inviting for two to fifteen or twenty of my supervisors to attend various and sundry lectures, seminars, cookouts, barbecues, barn dances, and the like.

Seriously, I am sure that your meeting will be a good one and I am going to ask my Assistant Superintendent in charge of the reading specialists to look into the possibility of one of our supervisors attending the meeting but I could not help but give you the above because these meetings are getting about as confusing as the recent Democratic National Convention.

Sincerely yours,

William J. Dodd
State Superintendent

WJD/rs

cc: Dr. William F. Beyer, Jr.
Assistant Superintendent
Division of Curriculum and Instruction

State of Arkansas
DEPARTMENT OF EDUCATION
STATE EDUCATION DEPARTMENT LITTLE ROCK, ARKANSAS 72201

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A. W. FORD
Commissioner

TELEPHONE
FRANKLIN 5-727

September 26, 1968

Dr. Eldonna L. Evertts
Assistant Executive Secretary
The National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61820

Dear Eldonna:

I really want to attend all sessions of the Institute for State Supervisors of English and Reading. I can arrange my work schedule, but I cannot find funds to take care of the travel expense. Believe me, I have tried to.

Thank you for asking Mr. Ford to encourage us to attend. He will gladly release me from routine duties, but he has no funds to help with travel expense.

Nell and Jerry send their love.

Very truly yours,

Lynn

L. C. Leach
Specialist in English

LCL:lt

State of South Carolina
Department of Education

CYRIL B. BUSBEE
STATE SUPERINTENDENT OF EDUCATION

COLUMBIA, S. C. 29201

Nov. 1, 1968

Dr. Eldonna L. Evertts
Director, NDEA Institute in
English and Reading
University of Illinois
Champaign, Illinois 61820

Dear Doctor Evertts:

This is to acknowledge receipt of your letter of October 24, regarding the NDEA Institute for State Supervisors of English and Reading at the University of Illinois, which was conducted recently. I appreciate and was impressed by the scope and content of the program of the institute.

The extent to which we will be able to release State Department of Education personnel for this additional training is determined to a large degree by our other responsibilities and commitments to the schools within the State of South Carolina. While we appreciate your deep interest in the attendance at the various sessions of that institute, we are, likewise, obligated to commitments and responsibilities assumed by the State Department of Education. We are continually faced with maintaining a balance between releasing personnel for further training and at the same time, providing leadership and direction to the public schools during the course of the school year. We are seeking diligently to meet both of these obligations.

Again let me thank you for your expression of interest.

Respectfully,

Charlie G. Williams
Charlie G. Williams
Deputy Superintendent for Instruction

CGW:1c

cc: Dr. W. Bruce Crowley
Mr. Albert B. Somers

MAX RAFFERTY
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

November 4, 1968

Dr. Eldonna L. Evertts
Director, NDEA Institute in
English and Reading
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Dr. Evertts:

Thank you for your letter of October 24 concerning the recent NDEA Institute for State Supervisors of English and Reading which was held at the University of Illinois.

We were pleased that Mr. George Nemetz could represent the California State Department of Education at this conference. I feel certain that we will profit from his attendance.

Cordially,

Max Rafferty

MR:ljl

469

TEXAS EDUCATION AGENCY

AUSTIN, TEXAS
78711

- **STATE BOARD OF EDUCATION**
- **STATE COMMISSIONER OF EDUCATION**
- **STATE DEPARTMENT OF EDUCATION**

January 16, 1969

Mrs. Eldonna L. Evertts
Mrs. Mary L. Mielenz
NDEA Institute in English and Reading
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Mrs. Evertts and Mrs. Mielenz:

Thank you for your letter of January 9 detailing the plan for the Austin NDEA Institute in English. I appreciate the invitation to participate and am arranging my calendar to enjoy as many of the sessions as possible.

I appreciate the recognition given to Betty Porter and Jerry Hickman, as well.

Sincerely yours,

L. Harlan Ford

L. Harlan Ford, Assistant Commissioner
for Teacher Education and Instructional
Services

LHF:rw

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
WILLIAM J. DODD
STATE SUPERINTENDENT
BATON ROUGE 70804

January 17, 1969

Dr. Eldonna L. Evertts
NDEA Institute in English and Reading
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Dr. Evertts:

Your letter to Superintendent William J. Dodd dated January 6, 1969 has been referred to me for reply.

I have been aware of the NDEA/NCTE Institute for State Supervisors of English or Reading, since I received copies of previous communications. We wish to assure you that we are vitally interested in these workshops and we regret that we have not been able to attend any of them; furthermore, it seems that we will not be able to have a Louisiana person at either the Austin or Seattle meeting. Mrs. Lavinia McNeely and I are looking about to see if we may find someone from the local school systems to represent our state in at least one of your meetings and if we are successful, you will hear from Mrs. McNeely.

Please be assured that the only reason that we have not applied for participation in your workshops is strictly because of our financial condition at this time. We just don't have the money for travel.

Thank you for your concern and interest and we hope that in the future we will be able to participate.

Sincerely yours,

M. E. Wright
Director of Instruction

NEW:ep

cc: Mrs. McNeely

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
BOX 911, HARRISBURG, PA. 17126

January 21, 1969

Miss Mary L. Mielenz
Practicum Director
NDEA Institute in English
and Reading
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Miss Mielenz:

Thank you very kindly for the information regarding the NDEA Institute in English and Reading to be held at Austin Texas, on February 3 - 7.

I do regret, because of the short period of time involved, and other commitments, that I will not be able to attend; however, I would appreciate receiving a "raincheck" and hope in the future I would be able to attend one of your institutes.

Mr. Dave Miller and Mr. John Meehan of our staff have spoken very highly of the quality of the institutes and look forward annually to participate.

Please accept my personal, as well as professional thanks, for providing an opportunity to help many children.

Sincerely,

John E. Kosoloski, Director
Bureau of General & Academic Education

JEK/cc

MAX RAFFERTY
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

January 20, 1969

Dr. Eldonna Evertts
Director
National Council of Teachers
  of English
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Dr. Evertts:

Thank you for your thoughtful letter of January 9 which was signed by you and Miss Mary L. Mielenz.

I sincerely appreciate being informed of the success of the recent NDEA/NCTE Institute for State Supervisors of English and Reading which was held in Tallahassee.

Also, I appreciate your invitation to attend some of the forthcoming sessions.

Cordially,

Max Rafferty

MR:ljl

STATE OF NEVADA

Department of Education

CARSON CITY, NEVADA 89701

BURNELL LARSON
SUPERINTENDENT OF
PUBLIC INSTRUCTION

January 21, 1969

Eldonna L. Evertts, Director
NDEA Institute in English and Reading
University of Illinois
57 East Armory Street
Champaign, Illinois

Dear Miss Evertts:

I am pleased to know that Mr. Edward Howard from the Department of Education was a significant contributor to your NDEA/NCTE Institute for State Supervisors of English and Reading. Mr. Howard has done some very effective work for us in the Department of Education.

I appreciate your invitation to attend a session or two in your continuing institutes on linguistics and language development. Be assured that if time and resources permit, I will make every effort to be present at subsequent sessions.

Sincerely yours,

Burnell Larson

Burnell Larson,
Superintendent of
Public Instruction

BL:ms

COMMONWEALTH OF VIRGINIA

STATE BOARD OF EDUCATION
RICHMOND, 16

January 21, 1969

Miss Eldonna L. Everetts, Director,
NDEA Institute in English and Reading,
University of Illinois,
57 East Armory Street,
Champaign, Illinois. 61820

Dear Miss Everetts:

On behalf of Dr. Woodrow W. Wilkerson, State Superintendent of Public Instruction, it is my pleasure to acknowledge your letter of January 9, 1969, and express appreciation for the report, NDEA/NCTC Institute for State Supervisors of English and Reading, held in Tallahassee, Florida. We consider it a high privilege to participate in this Institute through a member of our staff, Miss Mary Lovern.

Thank you for the invitation to attend future institutes under your direction.

Sincerely yours,

George W. Burton,
Assistant Superintendent for Instruction

GWB/ew

DEPARTMENT OF PUBLIC INSTRUCTION

STATE OF NORTH CAROLINA RALEIGH

January 30, 1969

Dr. Eldonna Evertts
Dr. Mary L. Mielenz
NDEA Institute in English & Reading
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Drs. Evertts and Mielenz:

I am pleased to acknowledge your recent letter informing us of the participation and contributions of Mr. Clarence Lipscomb in the NDEA/NCTE Institute for State Supervisors of English and Reading.

We feel that we are fortunate in having the services of Mr. Lipscomb as a member of our staff. We anticipate that he will be attending future institute sessions since they afford opportunities for both professional growth and the constructive upgrading of our State level services. Both objectives are of value in our work with local school administrative units in North Carolina.

I want to express appreciation to you for the invitation to attend forthcoming sessions and if the opportunity presents itself, I shall be happy to attend.

Sincerely yours,

Nile F. Hunt

Nile F. Hunt, Director
Division of General Education

NFH:RAS/jd

cc: Mr. Clarence Lipscomb

MAX RAFFERTY
Superintendent of Public Instruction
and Director of Education

EVERETT T. CALVERT
Chief Deputy Superintendent

COLLIER McDERMON
Assistant Superintendent
(807 State Bldg.
Los Angeles 90012)

EUGENE GONZALES
Associate Superintendent; Chief,
Division of Instruction

RAY H. JOHNSON
Associate Superintendent; Chief,
Division of Public School Administration

S. W. PATTERSON
Acting Chief,
Division of Special Schools and Services

WILSON C. RILES
Director of Compensatory Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
721 CAPITOL MALL, SACRAMENTO, CALIFORNIA 95814
BUREAU OF ELEMENTARY AND SECONDARY EDUCATION

February 6, 1969

Miss Eldonna L. Evertts
Assistant Executive Secretary
National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61820

Dear Eldonna:

Thank you for your letters of early January.

We have processed Mr. Morris' request for out-of-state approval and by this time you know administrative approval was obtained. We are most pleased about this.

In terms of the Seattle conference, Ruth Overfield will probably be attending. I have asked Ruth to be certain to have the Framework film available on the 7th.

I am sorry that I cannot attend the conference myself but it is a matter of sharing out-of-state travel with my colleagues. I feel it is important that they participate in out-of-state inservice activities. This carries top priority.

Thanks for the invitation, however. I have requested possible participation from our top superintendents. If you could forward material when firmed, this would be appreciated.

Also, I am most appreciative of having had the opportunity of attending the Florida session. It was stimulating, well-organized and of benefit to me. I keep selling individuals on this concept, hoping that other national subject-matter groups can go the same route.

Thanks, again. Feel free to call on us at any time for any help that we can offer.

Sincerely,

Mitchell L Voydat/sas
Mitchell L. Voydat, Chief

MLV:gt

1859

SUPERINTENDENT OF PUBLIC INSTRUCTION
DALE P. PARNELL

SALEM, OREGON 97310

February 28, 1969

Miss Eldonna L. Evertts, Director
NDEA Institute in English and Reading
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Miss Evertts:

I appreciate very much your invitation to me and other members of our administrative staff to attend a special session in connection with the NDEA Institute at Seattle on March 3-7, 1969. Unfortunately the information arrived too late for us to rearrange our schedules sufficiently to permit our attendance.

Cordially,

D P Parnell

Dale Parnell
Superintendent
Public Instruction

DP:pw

STATE OF NEVADA

Department of Education

CARSON CITY, NEVADA 89701

BURNELL LARSON
SUPERINTENDENT OF
PUBLIC INSTRUCTION

February 27, 1969

Eldonna L. Evertts, Director
NDEA Institute in English and Reading
University of Illinois
57 East Armory Street
Champaign, Illinois

Dear Miss Evertts:

Thank you for your invitation to attend the special programs for state superintendents and commissioners of education arranged by the NDEA Institute in English and Reading.

Since I am in the midst of a session of our Legislature, it would appear that I cannot take advantage of your invitation to attend the March meeting. It may be possible for me to get away later for the May meeting.

I am sure that your sessions will be most constructive and fruitful and will hope that I can attend a later one.

Sincerely,

Burnell Larson

Burnell Larson,
Superintendent of
Public Instruction

BL:ms

State Department of Education
D. D. CREECH, SUPERINTENDENT
Oklahoma City, Oklahoma 73105

February 27, 1969

Dr. Eldonna L. Everetts
NDEA Institute in English and Reading
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Dr. Everetts:

I regret that it will not be possible for me to attend the NDEA Institute for State Supervisors of English and Reading at which special programs for state superintendents, etc. have been arranged.

Thank you for the invitation.

Sincerely yours,

D D Creech

D. D. Creech
State Superintendent

DDC:Y

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

CYRIL B. BUSBEE
STATE SUPERINTENDENT OF EDUCATION

COLUMBIA

February 27, 1969

Miss Eldonna L. Evertts, Director
NDEA Institute in English and Reading
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Miss Evertts:

I regret that previous commitments will not permit me to attend the NDEA Institute for State Supervisors of English and Reading scheduled to be held Thursday and Friday, March 6 and 7, in Seattle, Washington.

Sincerely yours,

Cyril B. Busbee

Cyril B. Busbee
State Superintendent of Education

CBB:ejc

State of Mississippi
DEPARTMENT OF EDUCATION
G. H. JOHNSTON, SUPERINTENDENT

DIVISION OF INSTRUCTION
A. P. BENNETT, DIRECTOR
P. O. BOX 771
JACKSON, MISS. 39205

February 27, 1969

Dr. Eldonna L. Evertts, Director
NDEA Institute in English and Reading
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Dr. Evertts:

Thank you for your letter of February 25, 1969, regarding Mrs. Augustine McPhail's attendance at the Austin conference and information about the conferences scheduled in Seattle and Sturbridge. Miss Mary Ann Baird, Reading Supervisor, will attend the Seattle conference. Because of limited travel funds we will not be represented at the other conferences.

Dr. Garvin H. Johnston, State Superintendent of Education, joins me in expressing appreciation for the invitations.

Sincerely yours,

A. P. Bennett

A. P. Bennett, Director
Division of Instruction

APB/jt

482

STATE OF IDAHO
DEPARTMENT OF EDUCATION
STATEHOUSE
BOISE, IDAHO 83707

D. F. ENGELKING
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

February 28, 1969

Eldonna L. Evertts, Director
NDEA Institute in English and Reading
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Dr. Evertts:

It is impossible for me to attend the Conference in Seattle. We will be in the final two weeks of our legislative session and it would be necessary for me to be available in the state.

Sincerely,

Harold Farley
HAROLD FARLEY
Assistant State Superintendent

HF/mt

State of Alabama
Department of Education
State Office Building
Montgomery, Alabama 36104

ERNEST STONE
STATE SUPERINTENDENT OF EDUCATION

February
Twenty-eighth
1969

Miss Eldonna L. Evertts
Director, NDEA Institute in English
and Reading
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Miss Evertts:

Thank you for your letter of February 21 relative to the NDEA Institute for State Supervisors of English and Reading to be held in Seattle and Sturbridge Village during the months of March and May. I appreciate your invitation to participate in the meetings beginning on March 6 and May 8. It appears at this time, however, that I will not be in a position to attend either one of them.

We appreciate your willingness to keep us informed concerning these institutes since Mrs. Nell Hause and Mr. J. O. Turnipseed have a vital interest in these and other activities dealing with English and Reading.

Sincerely yours,

W. Morrison McCall

W. Morrison McCall, Director
Division of Elementary Education

WMM/gg

COLORADO DEPARTMENT OF EDUCATION BYRON W. HANSFORD, COMMISSIONER OF EDUCATION
DENVER, COLORADO 80203 · TELEPHONE (303) 222-9911

Office of Instructional Services

February 28, 1969

Miss Eldonna L. Evertts, Director
NDEA Institute in English and Reading
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Miss Evertts:

We certainly appreciate your invitation to attend the final two days of the NDEA Institute for state supervisors of English and Reading. Unfortunately, we will not be able to attend this meeting, since our consultant in reading has previous obligations.

Sincerely yours,

John F. Haberbosch

John F. Haberbosch, Ed. D.
Director of Elementary and
Secondary Education

JFH:kn

STATE BOARD OF EDUCATION
SEAL
ALABAMA

State of Alabama
Department of Education
State Office Building
Montgomery, Alabama 36104

ERNEST STONE
STATE SUPERINTENDENT OF EDUCATION

February 28, 1969

Dr. Eldonna L. Evertts, Director
NDEA Institute in English and Reading
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Dr. Evertts:

I appreciate your invitation for administrative staff to attend the institutes in Seattle and Sturbridge. Since our travel has been curtailed, I am sure that we will not be able to attend. I certainly hope some of us can be present at one or two next year.

Sincerely yours,

J. C. Blair

J. C. Blair, Director
Division of Secondary Education

JCB:rbp

1912

State of Arizona
Department of Public Instruction
SARAH FOLSOM, SUPERINTENDENT
State Capitol
Phoenix

February 28, 1969

Dr. Eldonna L. Evertts
Assistant Executive Secretary
National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61820

Dear Dr. Evertts:

Thank you very much for your letter of February 21 and the invitation to participate in the NDEA Institute for State Supervisors of English and Reading to be held in Seattle in March and Sturbridge in May.

It will not be possible for me to attend the session in Seattle, but I would like to participate in the conference at Sturbridge, May 5-9.

I am enclosing the registration card and will inform you at a later date as to my travel arrangements.

Sincerely,

Sarah Folsom

Sarah Folsom
State Superintendent of Public Instruction

STATE OF GEORGIA
DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
ATLANTA, 30334

JACK P. NIX
STATE SUPERINTENDENT OF SCHOOLS

H. TITUS SINGLETARY, JR.
ASSOCIATE STATE SUPERINTENDENT OF SCHOOLS
OFFICE OF INSTRUCTIONAL SERVICES

March 3, 1969

Dr. Eldonna L. Evertts, Director
NDEA Institute in English and Reading
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Subject: NDEA Institute for State Supervisors of English and Reading, Seattle (March 3-7) and Sturbridge Village (May 5-9)

Dear Dr. Evertts:

I am very sorry that I cannot attend. Our budget will not allow me to make more than one out-of-state trip this year, and I am planning to attend the ASCD Annual Convention in Chicago this month. I appreciate your invitation.

Sincerely,

Claude Ivie

Claude M. Ivie, Director
Division of Curriculum Development
Room 208, Education Annex Building

CMI:rj

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF PUBLIC INSTRUCTION
BOX 911, HARRISBURG, PA. 17126

March 3, 1969

Dr. Eldonna L. Evertts
Director, NDEA Institute in English
and Reading
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Dr. Evertts:

I was delighted to receive your invitation to attend the closing days of the Institute sponsored by the University of Illinois and the National Council of Teachers of English. I know you realize that it is nearly impossible for any of us in the State Department of Education to break away for the Seattle Meeting. However, it is an impossibility at this point. Also, I feel that it would not be possible, according to my calendar as it appears today, to participate in the Sturbridge Institute on May 8 and 9. Because of legislative review of our Department's Budget, and the closing of schools and field commitments within the State, it is not likely that I can get away. However, I would like to take this opportunity to extend to you my most sincere appreciation and gratitude for the opportunities you have provided to the Department of Public Instruction to send representation to your various institutes. I would be grateful if I were afforded the opportunity at a later date to participate in a program of the National Council of Teachers of English.

Sincerely,

John E. Kosoloski, Director
Bureau of General & Academic Education

JEK/cc

4-89

TEXAS EDUCATION AGENCY

AUSTIN, TEXAS

78711

• STATE BOARD OF EDUCATION

• STATE COMMISSIONER OF EDUCATION

• STATE DEPARTMENT OF EDUCATION

March 3, 1969

Dr. Eldonna L. Evertts
Assistant Executive Secretary
National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61820

Dear Dr. Evertts:

This will acknowledge your letter inviting me to the NDEA Institute for State Supervisors of English and Reading. Because of previous commitments, I shall not be able to attend.

I am sending your letter to Dr. L. Harlan Ford, Assistant Commissioner for Teacher Education and Instructional Services.

You have our best wishes for a successful and profitable occasion.

Very truly yours,

J. W. Edgar

J. W. Edgar
Commissioner of Education

cc: L. Harlan Ford

JAMES A. SENSENBAUGH
STATE SUPERINTENDENT

MARYLAND STATE DEPARTMENT OF EDUCATION
600 WYNDHURST AVENUE, BALTIMORE 21210

March 4, 1969

Dr. Eldonna L. Evertts, Director
NDEA Institute in English and Reading
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Dr. Evertts:

Thank you for your letter of February 21 inviting me to attend the special programs for those concerned with curriculum at the State level during the last two days of the NDEA Institute for State Supervisors of English and Reading to be held in Seattle (March 3-7) and Sturbridge Village (May 5-9).

This is to advise that due to previous commitments I will be unable to attend either of these two meetings. Again, thank you for your kind invitation.

Sincerely yours,

T.K. Muellen

T. K. Muellen
Assistant State Superintendent
in Instruction

TKM/dfp

STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
Lansing, Michigan 48902

IRA POLLEY
Superintendent of Public Instruction

STATE BOARD OF EDUCATION
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Ex-Officio

March 4, 1969

Ms. Eldonna Evertts, Director
NDEA Institute in English and Reading
University of Illinois
Champaign, Illinois 61820

Dear Ms. Evertts:

Thank you very much for your letter of February 21, with reference to the NDEA Institutes for State Supervisors of English and Reading to be held in Seattle on March 3-7, and in Sturbridge Village on May 5-9.

While I appreciate greatly the invitation to attend, it will not be possible for me to be away from my office on any of the above dates.

All best wishes.

Sincerely yours,

Ira Polley

Ira Polley

State of New Jersey
DEPARTMENT OF EDUCATION
225 WEST STATE STREET
P.O. BOX 2019
TRENTON, NEW JERSEY 08625

DIVISION OF CURRICULUM AND INSTRUCTION

March 5, 1969

Dr. Eldonna L. Evertts, Director
NDEA Institute in English and Reading
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Dr. Evertts:

Thank you for sending the information about the two institutes cosponsored by the University of Illinois and the National Council of Teachers of English. The program seems very worthwhile and I much regret that those dates are filled.

Undoubtedly these institutes will be very productive. May I ask that you place my name on the mailing list for whatever written materials result?

Sincerely,

Robert H Seitzer

Robert H. Seitzer
Assistant Commissioner of Education

RHS:iw

STATE OF LOUISIANA
DEPARTMENT OF EDUCATION
WILLIAM J. DODD
STATE SUPERINTENDENT
BATON ROUGE 70804

March 6, 1969

Mr. Eldonna L. Evertts, Director
NDEA Institute in English and Reading
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Mr. Evertts:

Thank you for your letter of February 21, 1969 concerning the NDEA Institute for State Supervisors of English and Reading being held March 3-7 and May 5-9. The Louisiana State Department of Education will not be able to send anyone to participate. Out of state travel for our people has been completely discontinued for the time being because of a shortage of funds.

We regret that we have not been able to participate in this very worthwhile institute but we hope that our travel budget will be funded in the not too distant future.

Sincerely yours,

William F. Beyer, Jr.

William F. Beyer, Jr.
Assistant Superintendent
Curriculum and Instruction

WFB: ep

State of Wisconsin \ DEPARTMENT OF PUBLIC INSTRUCTION

William C. Kahl
State Superintendent

Archie A. Buchmiller
Deputy State Superintendent

DIVISION OF INSTRUCTIONAL SERVICES
ROBERT C. VAN RAALTE, ASSISTANT SUPERINTENDENT
WISCONSIN HALL, 126 LANGDON STREET
MADISON, WISCONSIN 53702

March 6, 1969

Dr. Eldonna L. Evertts
Director, NDEA Institute in English
  and Reading
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Dr. Evertts:

Thank you for your kindness in remembering me on the invitation list to attend the NDEA Institute in English and Reading to be held this spring.

Inasmuch as we have severe travel limitations in Wisconsin until July 1, and further inasmuch as our supervisor of English and Reading suddenly passed away, we find it impossible to have someone from this department attend the institute. We appreciate your thoughtfulness in inviting us.

Cordially yours,

Robert C Van Raalte

Robert C. Van Raalte
Assistant Superintendent

RCV:as

STATE OF HAWAII
DEPARTMENT OF EDUCATION
P. O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

March 18, 1969

Miss Eldonna L. Evertts, Director
NDEA Institute in English & Reading
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

Dear Miss Evertts:

Thank you for your letter of February 21 concerning the NDEA Institute for State Supervisors of English and Reading in May.

I regret I will not be able to attend.

Sincerely,

RALPH H. KIYOSAKI
Superintendent

496

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

FLOYD T. CHRISTIAN
COMMISSIONER

JOSEPH W. CRENSHAW
ASSISTANT COMMISSIONER
CURRICULUM AND INSTRUCTION

March 26, 1969

Dr. Eldonna L. Evertts, Director
NDEA Institute in English and Reading
University of Illinois
57 Armory Street
Champaign, Illinois 61820

Dear Dr. Evertts:

Your kind invitation to participate in one of the special programs for commissioners of education during the last two days of the NDEA Institute for State Supervisors of English and Reading in Seattle and Sturbridge has lain too long unanswered on my desk. I have postponed replying in the hope that I could manage to attend at least the Sturbridge Village conference. I am still hopeful that something may occur to allow me to do so, but I am growing less optimistic about this.

The good things that I have heard about the institutes from Kittie Mae Taylor and Rodney Smith have led me to believe that they have been a highly profitable, high-level professional experience for all who participated in them. I know that much of the credit must go to you for planning and directing them. I am certainly pleased that Mrs. Taylor has been able to participate.

You have my best wishes for another successful institute in May.

Sincerely yours,

J.W. Crenshaw

Joseph W. Crenshaw

JWC/cm

DEPARTMENT OF PUBLIC INSTRUCTION

STATE OF NORTH CAROLINA RALEIGH

March 27, 1969

Dr. Eldonna L. Evertts
Assistant Executive Secretary
National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61820

Dear Dr. Evertts:

I am writing to you in my own behalf and of our State Superintendent, Dr. A. Craig Phillips concerning the invitations extended to each of us to attend portions of the NDEA Institute at Sturbridge Village, May 5-9.

These invitations are very much appreciated. We regret exceedingly, however, that prior commitments will not permit either of us to be in attendance. Since we do desire to have our Department represented, we should like to have Mr. Walter McCraw attend the sessions on May 8-9. Mr. McCraw is a member of our staff in the Division of General Education. His primary assignment is that of generally supervising and coordinating curriculum development activities for the division as a whole which embraces all areas of elementary and secondary education with the exception of vocational education.

If this meets with your approval, we shall proceed with reservations and other arrangements.

Sincerely yours,

Nile F. Hunt

Nile F. Hunt, Director
Division of General Education

NFH/jd

The Commonwealth of Massachusetts

Department of Education

182 Tremont Street, Boston 02111

DIVISION OF
CURRICULUM AND INSTRUCTION

May 12, 1969

Dr. Eldonna L. Evertts
Assistant Executive Secretary
National Council of Teachers of English
508 South Sixth Street
Champaign, Illinois 61820

Dear Dr. Evertts:

I am indebted to you for your thoughtful invitation to attend the meetings at Sturbridge last week.

Mr. Kearney and I had planned to attend the Thursday evening banquet. Unfortunately, I became quite ill during a luncheon meeting at Pittsfield, and I felt that it would be wiser for me to drive directly to Boston.

The many favorable comments already received concerning your most successful conference leave me most regretful at having been among those missing.

Again, many thanks for your kind invitation.

Sincerely yours,

Lawrence M. Bongiovanni

Lawrence M. Bongiovanni
Director
Bureau of Elementary and
Secondary Education

LMB/leb

SOUTH CAROLINA REGION V
EDUCATIONAL SERVICES CENTER
LANCASTER, SOUTH CAROLINA 29720

AREA CODE: 803
PHONE: 285-2001

P. O. BOX 1069
102 E. ARCH ST.

May 19, 1969

Ms. Eldonna L. Evertts
Director, NDEA Institute
in English and Reading
University of Illinois
57 E. Armory
Champaign, Illinois 61820

Dear Ms. Evertts:

Mrs. Betty Hodges, English Consultant from the Region V staff, recentl attended the NDEA Institute and she states that this was the best organized and most informative meeting that she has ever attended. I am glad that Mrs. Hodges had the opportunity to attend and I am greatful to you for the planning of this particular program.

I am sure that Mrs. Hodges profited greatly from the trip and will be in a better position to assist teachers in her role as English consultant a the result of her attendance at this meeting.

Sincerely yours,

Stuart R. Br

Stuart R. Brown
Director

SRB:mls

A PACE Program, Title III, ESEA

State of Alabama
Department of Education
State Office Building
Montgomery, Alabama 36104

ERNEST STONE
STATE SUPERINTENDENT OF EDUCATION

May 27, 1969

Dr. Eldonna L. Evertts, Director
NDEA Institute in English and Reading
University of Illinois
57 East Armory
Champaign, Illinois 61820

Dear Dr. Evertts:

I appreciate your recent letter about the EPDA Institutes. You are certainly to be commended on the promotion of these institutes, and we in Alabama look forward to working with you further in this endeavor.

Sincerely yours,

J. C. Blair

J. C. Blair, Director
Division of Secondary Education

JCB/ecg

The Commonwealth of Massachusetts
Department of Education
182 Tremont Street, Boston 02111

DIVISION OF
CURRICULUM AND INSTRUCTION

501/502

June 9, 1969

Miss Eldonna L. Evertts, Director
NDEA Institute in English and Reading
508 South Sixth Street
Champaign, Illinois 61820

Dear Miss Evertts:

Thank you for your recent letter. It is a matter of deep personal regret that I was unable to meet you at Sturbridge. I had hoped to spend a few minutes with you because I wanted you to know that we do share some common concerns.

I trust that during the coming year we may meet at one of your institutes. I appreciate your kindness in renewing the invitation.

Please accept my good wishes for a pleasant summer.

Sincerely yours,

Lawrence M. Bongiovanni

Lawrence M. Bongiovanni, Director
Bureau of Elementary and Secondary Education

LMB/cm

APPENDIX C

Questionnaires for the Five Institutes

Page

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A SUPPLEMENTARY QUESTIONNAIRE
(Form submitted with application)

____
(your name)

Are you currently employed or will you be employed for the 1968-69 school year as state supervisor or its equivalent in the area of English and/or reading?

> Care in filling out this questionnaire can speed approval of your request and insure a meaningful institute. Use the other side of these sheets if necessary.

A. Your Job:

What are the responsibilities and duties of your position? Include in your description whether you are responsible for English education or reading or both.

B. Your Recent and Past Educational Experience:

1. During the last four years, what college courses, workshops, or conferences have you participated in that relate directly or indirectly to your occupational duties?

2. As you recall without referring to a transcript, please list the English and reading courses you had in undergraduate and, if pertinent, graduate school.

C. Your Areas of Concern:

1. What English-related or reading problems have you found most perplexing in your position? (i.e., developing curricula, keeping up with recent trends in content areas, organizing teacher in-service training programs, forming sound educational goals, etc.)

2. Projecting into the future, what sort of problems or issues do you believe will be of major concern in your state?

3. What topics do you feel should be discussed formally or informally at this institute?

EVALUATION QUESTIONNAIRE

NDEA/NCTE INSTITUTE

(Form completed on last day of each Institute)

1. I attended the institute at:
___Urbana ___Tallahassee ___Austin ___Seattle ___Sturbridge

2. I would recommend attendance at a similar institute to my colleagues:

___Yes ___No ___Undecided

3. The institute (in general) was:

___Excellent ___Good ___Fair ___Poor

4. The general course instruction sessions were:

___Excellent ___Good ___Fair ___Poor

5. The afternoon and evening sessions featuring outside speakers were:

___Excellent ___Good ___Fair ___Poor

6. The panel sessions were:

___Excellent ___Good ___Fair ___Poor

7. The question and answer periods between speakers and participants were:

___Excellent ___Good ___Fair ___Poor

8. How do you rate the Practicum:

___Excellent ___Good ___Fair ___Poor

9. The strongest part of the program was:

___Lectures by guest speakers

___Lectures by staff

___Small group discussions

___Panel discussions

___Films

___Question and answer periods

___Group discussion reports

___Practicum

___Other--Specify____

10. There should be more of the following:

___Guest lectures

___Staff lectures

___Small group sessions

___Panels

___Films

___Question and answer periods

___Group discussion reports

___Practicum

___Other--Specify____

11. There should be less of the following:

___Guest lectures

___Staff lectures

___Small group discussion

___Panels

___Films

___Question and answer periods

___Group discussion reports

___Practicum

___Other--Specify____

12. The major speeches and instructional periods provided the information I anticipated receiving:

___Yes ___No ___Undecided

13. The selection of materials in the packet was:

___Excellent ___Good ___Fair ___Poor

14. This type of institute seems to be a good way of assisting supervisors to learn more of current English and reading practices.

___Yes ___No ___Undecided

15. I expect to use the ideas I gained in the following degree:

___Not at all ___Very little ___Moderately ___Heavily

16. I favor continuation of the Thursday Institute Banquet:

___Yes ___No ___Undecided

17. The institute (in general) lived up to my expectations:

___Yes ___No ___Undecided

18. I encourage the continuation of institutes of this nature:

___Yes ___No ___Undecided

Please indicate your suggestions, comments and reactions to the following questions. Planning, format, and content should be considered. Your assistance will be very helpful in determining the design and implementation of future institutes and other meetings.

19. What speakers did you especially like, and why?

20. What impact do you think your attendance at the institute will have upon your own professional growth or the local educational scene?

21. If you were on the planning committee for future institutes, what would you want to see included that you have not mentioned in previous items of the questionnaire, or which comments would you like to reinforce?

22. What topics, problems, or questions are you interested in for future conferences?

23. Briefly relate some aspect of the institute or knowledge gained that intrigued you.

24. Optional: Your name and address.

EVALUATION QUESTIONNAIRE: AUSTIN INSTITUTE

NDEA/NCTE Institute for State Supervisors of English and Reading

Austin, Texas February 3-7, 1969

Please complete this questionnaire and give it to the director of the institute before leaving Austin. If you are unable to do this, please mail as soon as possible to: Dr. Eldonna L. Evertts, NDEA Institute in English and Reading, 57 East Armory Street, Champaign, Illinois, 61820.

1. What speakers did you especially like, and why?

2. What impact do you think your attendance at the institute will have upon your own professional growth or the local educational scene?

3. If you were on the planning committee for future institutes, what would you want to see included that you have not mentioned in previous items of the questionnaire, or which comments would you like to reinforce?

4. What changes have taken place in your thinking about linguistics and linguistics and school programs as a result of this institute?

5. Briefly relate some aspect of the institute or knowledge gained that intrigued you.

6. Other comments:

7. Optional: Your name and address.

C-3

Evaluation Questionnaire: Austin Institute

MEMORANDUM TO: NDEA/NCTE PARTICIPANTS ATTENDING THE AUSTIN INSTITUTE for State Supervisors of English and Reading

FROM: Eldonna L. Evertts, Director

RE: Planning the Instructional Sessions

To assist Dr. Harold Allen, University of Minnesota, in his instructional preparation for our Institute session in Austin, February 3-7, will you please answer the following questions? If the space provided for your response is inadequate, please attach supplementary sheets.

1. Have you had college or university courses in linguistics?

   Yes__ No__ If so, what course(s)?______________________________

   Where?______________________________

2. Have you studied dialect? Yes__ No__

   If so, what course(s)?______________________________

   Where?______________________________

3. Have you had a course in history of language? Yes__ No__

   Where?______________________________

   When?______________________________

4. Have you studied structural grammar? Yes__ No__

   Where?____

5. Have you studied transformational grammar? Yes__ No__

   Where?____

6. What kind of informal study have you had in linguistics? Explain:

7. Have you conducted a workshop or workshops for teachers in language?

   Yes__ No__ Explain:

8. What linguistic problems do teachers have in your state when they seek your consultation services? Explain:

9. Is there a (wide, limited, no) use of textbooks containing linguistic technique in the elementary and secondary schools in your state? Explain:

10. What areas or problems in linguistics would you like to discuss in the practicum sessions? Explain:

11. What topics, aspects of language, methods of language research, etc., would you like to have discussed during the Institute? Explain:

12. What type of involvement would you like to see provided or included for the participants during the Institute? Explain:

QUESTIONNAIRE FOR INSTITUTE ON READING

Dear NDEA Participant:

In order to aid Dr. Nila B. Smith and the speakers for the NDEA/NCTE Institute for State Supervisors of English and Reading, May 5-9, 1969 in Sturbridge, will you please fill out this questionnaire.

Return to: Dr. Eldonna L. Evertts
NDEA Institutes on English and Reading
57 East Armory
Champaign, Illinois 61820

1. Have you had courses in reading at the college or university level?
Yes__ No__ Explain:

2. Have you ever taught reading?
Yes__ No__ Elementary?__ Secondary?__

3. As a state specialist, what is your role in reading education?
Explain:

4. What seems to be problems of teachers in reading as evidenced by the consultation services they seek?
Explain briefly or list them:

5. What problems or obstacles have you faced in developing state programs to strengthen reading education?
   Explain:

6. What areas in reading are you most eager to have covered at the Institute? Discuss briefly:

7. What suggestions do you have to make the reading Institute practical? Give briefly the suggestions:

8. What kinds of practicum sessions would you suggest for this Institute? Give brief suggestions:

9. Are you interested in information about setting up Federal programs? Yes__ No__

10. Are you presently participating in a state reading program or projects? Yes__ No__ If Yes, please explain:

11. Do you have other suggestions to make with regard to the Reading Institute? Explain:

12. What kinds of materials would you like included in your study packet?

13. Check the following items you would like explored during the Institute. Add others.

_____Linguistics in reading instruction
_____Adaptation of reading books
_____Evaluation of reading programs
_____Reading centers in cities and counties
_____Mobile reading units
_____Remedial instructional practices
_____Foundational reading
_____Organizing inservice programs
_____Recent research
_____Interrelationship with other curriculum areas
_____Neurological problems
_____Dialect in initial reading instruction

14. Your name (optional):_______________________________________

EXPLORATORY STUDY
ON THE
STATUS OF LANGUAGE INSTRUCTION

(Planning the EPDA Institute 1969-70)

Return to: Dr. Eldonna L. Evertts
Institute for State Supervisors
of English and Reading
University of Illinois
57 East Armory Street
Champaign, Illinois 61820

1. List some of the critical issues in language development facing you in your work within your state.

2. (a) What are some of the problems in dialect within your state?

   (b) Which are the critical areas?

3. Roughly what percentage of pupils in your state have learned a first language which is not English?

4. Is the preschool program prevalent within your state?
Yes___ No___ Explain:

5. What knowledge of language and dialect do you feel you need?

6. Do you have programs for the disadvantaged in your state?
Yes___ No___ Explain:

7. What inservice training is available to the teachers in your state?

8. Do you direct any inservice programs for the disadvantaged?
Yes___ No___

9. Have you conducted workshops for teachers who work with the disadvantaged? Yes___ No___

10. How much interest in inservice programs to improve education at the preschool level do you have? Explain.

For the disadvantaged? Explain.

11. What are the requirements for a major in English for teachers within your state?

Number of hours:

Courses:

12. Are the teachers of elementary schools required to take a course in linguistics? Yes___ No___

Other language courses:

13. What kind of assistance do you feel you need for arranging and planning workshops for teachers, including those working with the disadvantaged? Explain.

14. What are the possibilities for coordination of effort by federal, state and local authorities within your state?

15. Write a brief summary of how you think such coordination could be achieved.

16. Would you be interested in attending a Fellowship Program at the University of Illinois, January-June, 1970, on language and language learning? Yes___ No___

PLANNING FOR EPDA INSTITUTES

Sturbridge, Massachusetts

Name____ State________________

1. What are some of the problems of dialect or language in your state? Be explicit.

2. Give a rough approximation of the percentage of students who have learned a first language other than English.

3. What knowledge of language and dialect do you feel you need?

4. What suggestions do you have for the planning of the EPDA Institute 1969-70?

5. What are the requirements for an English major in your State?

   Number of hours:

   Kinds of courses:

6. Is a course in linguistics required of English majors at

High School level? Yes___ No___

Elementary level? Yes___ No___

7. Are courses in reading required at the secondary level?
Yes___ No___ How many?

8. What difficulties have you encountered in obtaining released time to attend the Institutes?

pp. 524-572

Appendix D, "Practicum Study Guide Questions," has been removed from this report and is available separately from ERIC as ED 032 308.

December 21, 1967

MEMORANDUM TO: Richard R. Adler

FROM: Eldonna L. Evertts

SUBJECT: Statement on NDEA Institutes for English Newsletter

During 1968-69 an NDEA Institute for State Supervisors of English and Reading will be cosponsored by NCTE and the University of Illinois. The Institute, comprised of five one-week sessions, will convene in Urbana, Illinois at the University of Illinois, October 14-18, 1968. Following sessions will be held in Tallahassee, Florida, December 9-13, 1968; Austin, Texas, February 3-7, 1969; Seattle, Washington, March 17-21, 1969; and Hartford, Connecticut, May 5-9, 1969.

Each one-week session will focus on a different area of interest to state supervisors. However, each Institute will include a study and evaluation of research and innovations in both English and reading as it relates to the principal topic of the week. The topics to be studied include: new content in English programs; literature and school programs; language and school programs; composition, rhetoric, and school programs; and reading and school programs. Special attention will be given to the concerns and problems of curriculum planning encountered at the state level.

Members of state departments of education desiring additional information should write to: Dr. Eldonna L. Evertts, Director, NDEA Institute for State Supervisors of English and Reading, 57 East Armory Street, Champaign, Illinois 61820.

ELE:bg

Council-Grams
NATIONAL COUNCIL OF TEACHERS OF ENGLISH
508 SOUTH SIXTH STREET
CHAMPAIGN ILLINOIS

Volume XXXX January 1968 No. 1.

NCTE COSPONSORS INSTITUTE PROGRAM FOR STATE SUPERVISORS

NCTE and the University of Illinois will cosponsor an NDEA Institute for supervisors and consultants of English and reading serving in state departments of education during the academic year 1968-69. Eldonna L. Evertts, Assistant Executive Secretary of NCTE and Associate Professor of Education at the University of Illinois, will serve as director of the Institute and Robert Hogan, Executive Secretary of NCTE and member of the Department of English at the University of Illinois, will be the Associate Director.

The Institute, designed to strengthen the diverse professional qualifications of state supervisors of English and reading, is comprised of five one-week sessions. The first session will be held on the campus of the University of Illinois, October 14-18, 1968. Other sessions will be in Tallahassee, Florida; Austin, Texas; Seattle, Washington; and Hartford, Connecticut.

Assistant director for the respective Institute sessions will be G. R. Morisset, Rodney Smith, Dorothy Davidson, Thomas Barton, and Robert Kinder.

Special emphasis will be given to recent research and scholarship which have implications for innovations in both English and reading. Topics for the various sessions include the new content in the English programs, literature, language, composition and rhetoric, and reading. Course lecturers will be Hans Guth, Ruth Strickland, James E. Miller, Jr., Harold B. Allen, Robert M. Gorrell, and Nila B. Smith.

New curriculum materials being developed in curriculum centers and regional laboratories and new educational media will be studied. The directors of many of the curriculum development centers will be present to discuss curriculum changes which in some areas are already in operation. Institutes will include instruction in subject content, a practicum, group discussion, and individual conferences.

The Institute has been planned for persons with supervisors responsibilities who have already been selected for positions of leadership in reading and English by their respective states. Members of state departments of education and others requiring additional information should write to: Dr. Eldonna L. Evertts, Director, NDEA Institute, 399 Education Building, College of Education, University of Illinois, Urbana, Illinois 61801.

FROM PUBLIC INFORMATION OFFICE
University of Illinois at Urbana-Champaign

Immediate Release
Mailed 7/5/68

URBANA, ILL.--The first of five one-week institutes for state supervisors of English and reading will be held Oct. 14-18 at the University of Illinois at Urbana.

Other institutes will be held later in the academic year at Tallahassee, Fla., Austin, Tex., Seattle, Wash., and Hartford, Conn. All will be designed to strengthen the diverse professional qualifications of state supervisors of English and of reading for grades kindergarten through high school.

The National Defense Education Act institutes are supported by a $71,794 grant from the U.S. Office of Education. Prof. Eldonna L. Evertts of the U. of I. department of elementary education will be director.

Each of the five sessions will be attended by English and reading supervisors from most of the 50 states. All are employed by a state department of education.

They will study recent research and scholarship in the field and the implication of this research and knowledge as it relates to the content of English, including reading. They also will explore the effect of this scholarship on the theory and practice of curriculum development and supervision.

-ek-

15/hi

ncte

news from
national council of teachers of english
508 south sixth street champaign, illinois 61820
area code 217-352-0523

Robert F. Hogan, Executive Secretary
Enid M. Olson, Director of Public Relations

FOR IMMEDIATE RELEASE

October 16, 1968

Federally funded institutes for teachers have become a commonplace in recent years, but the University of Illinois is host this week to a unique institute. The 1968-69 NDEA Institute for State Supervisors of English and Reading meets in the Illini Union in Urbana October 14-18.

This week is the first of five weeks to be funded under Title XI of the National Defense Education Act and cosponsored by the National Council of Teachers of English and the University of Illinois. It is the first institute series ever held for state English and reading supervisors. Eldonna L. Evertts, U. of I. associate professor of elementary education and NCTE assistant executive secretary, is the director.

The general theme of the five institute weeks is the study and evaluation of research and innovations in both English and reading keyed to the topic assigned to each week. The supervisors, who may be concerned with K-12, will explore problems of curriculum planning at the state level.

The topic for the week at Illinois is new content in English programs. G. Rodney Morisset, assistant executive secretary of NCTE, is assistant director. Course instructors are Hans Guth, San Jose State College, and Ruth G. Strickland, Indiana University. Practicum lecturers include Alfred H. Grommon, Stanford University, NCTE president;

J. N. Hook, University of Illinois; Edward Jenkinson, Indiana Curriculum Study Center in English; and Robert C. Pooley, Wisconsin State Curriculum Study Center in English.

Besides Dr. Evertts, two others serve as the continuing staff of all weeks of the institute. Mary Mielenz, University of Nebraska, is practicum director. Robert F. Hogan, University of Illinois and NCTE executive secretary, is associate director.

The other four weeks of the institute will be held in the following cities on the following dates, given with their respective area of interest: December 9-13, 1968, Tallahassee, Florida: literature and school programs; February 3-7, 1969, Austin, Texas: language and school programs; March 3-7, 1969, Seattle, Washington: composition, rhetoric, and school programs; May 5-9, 1969, Sturbridge, Massachusetts: reading and school programs.

NEWS from ASEARS

THE ASSOCIATION OF STATE ENGLISH AND READING SPECIALISTS

Vol. 4, No. 1 March, 1969

EPDA INSTITUTE FOR STATE SUPERVISORS OF ENGLISH AND READING

NCTE and the University of Illinois will cosponsor a Special Institute and Fellowship Program under the Education Professions Development Act (EPDA) for state supervisors of English and reading. The project is directed by Eldonna L. Evertts, Assistant Executive Secretary, NCTE, and Associate Professor of Education, University of Illinois. Robert F. Hogan, Executive Secretary of NCTE, and also a member of the faculty of the University of Illinois, will be the associate director. The Practicum director will be Mary L. Mielenz, University of Nebraska.

Both the Institutes and the Fellowship Program are designed to assist state supervisors of English and reading to meet the critical issues in language development and language use encountered by the preschool child and the disadvantaged pupil, especially in the areas of early language learning and differences in dialect.

During the 1969-70 academic year, the Institute will consist of four regional conferences held in the south, southwest, north and east. These conferences will focus on language learning and differences in dialect that exist in the rural south, the problems of the migrant worker in the north, and the language problems of the disadvantaged pupil in the inner cities of large metropolitan areas.

The Fellowship Program to be established during the second semester during the 1969-70 academic year at the University of Illinois will provide further assistance to selected state supervisors and to those preparing for appointments in state departments of education to meet the responsibility of coordinating educational programs and providing for improvement in instructional practices.

State supervisors of English and reading or other staff personnel in state departments of instruction desiring to be placed on the mailing list to receive information regarding this project should write to Dr. Eldonna L. Evertts, Director, Institute and Fellowship on English for Speakers of Other Languages, University of Illinois, 57 East Armory Street, Champaign, Illinois 61820.

About the NDEA Institute, Austin segment--

Thirty-seven persons focused upon language during the NDEA Institute in Austin, February 3-7. State specialists in reading and English brought along regional and local leaders who are working on projects with state leadership. Twenty different states were represented. North Carolina and Alabama had the largest out-of-state delegations, with three each. Other enrollees included two assistant school superintendents, four local supervisors, three educational services center staff members, and twenty-eight state English and reading supervisors.

Eight Texas Education Agency staff members participated, including English and reading consultants, consultants in programs for children of farm migrant workers, and general consultants in elementary education.

The banquet on Thursday night featured two University of Texas professors who are presently participating in a state project in dialect analysis, Dr. David De Camp and Dr. Roger Abrahams.

The president's random notes--Dorothy Davidson

The most recent ASEARS-related experience I've had is the Austin Institute. Betty Murray, Secretary-Treasurer, and I were together for the first time since taking office. By recruiting two members for ASEARS, we made the Institute participants 100%.

To counteract the bad press sometimes accorded Texas, we Texans concentrated on giving our visitors some Southern hospitality--learned from our Tennessee, Alabama, and Mississippi ancestors. The weather cooperated. Last to leave Texas sunshine were Jim Madison, New York, and Beatrice Cobb, Maine--and they flew off on Saturday bound for states with forecasts of snow and snow. They may have been among the thousands marooned at Kennedy Airport.

The Driskill Hotel stood bravely during the week of the Institute, despite reports that it will soon be razed. For the Texas folk, at least, the stay at the Driskill was a sentimental one. We enjoyed the Jim Hogg Room, named for a Texas Governor whose daughter has managed to live down her name Ima, and the Maximilian Room, with its mirrors from Carlotta's Chapultepec Castle.

Sturbridge Institute for State Supervisors--

The fifth institute for state supervisors of English and reading is scheduled for the week of May 5-9. On Sunday, May 4, participants will fly to Bradley Field (the Hartford, Connecticut/Springfield, Massachusetts airport). From there, a limousine will take them for a forty-minute drive through the Connecticut hills to the American Motor Lodge in Sturbridge (Massachusetts) where they will spend a week in intensive study of reading education.

Nila Banton Smith, serving as institute instructor, heads the list of distinguished reading educators present. Other featured speakers include William Sheldon, Kenneth Goodman, William Iverson and William Jenkins. Louis Pollak, Dean of Yale Law School, speaks about the recent Supreme Court censorship ruling and the state's role in safeguarding the reading of school youth at the Thursday evening banquet.

On Tuesday, May 6, institute participants will have an opportunity to tour and lunch at Old Sturbridge Village. The Village is a reproduction of a New England town in the early 1800's with its white-steepled church, schoolhouse, general store, tavern, shops, and homes as well as demonstrations of the crafts and family arts practiced at that time.

May 5-9 is mid-Spring in New England: the time of the greenest grass, tulips, dogwood blooms, and opportunity to delve deeply into the most recent research and thinking about reading education. Will we see you in Sturbridge?

APPENDIX F

APPLICATION FORMS

SPECIAL NDEA INSTITUTE

FOR

STATE SUPERVISORS OF ENGLISH AND READING

____
(Your Name)

Check Appropriate statements:

_____I am applying for admission to all five one-week sessions, in Illinois, Florida, Texas, Washington, and Connecticut.

_____I am applying for admission to one, two, three, or four one-week sessions.

Please check the Institute or Institutes you wish to attend:

_____Urbana, Illinois, October 14-18, 1968
_____Tallahassee, Florida, December 9-13, 1968
_____Austin, Texas, February 3-7, 1969
_____Seattle, Washington, March 3-7, 1969
_____Hartford, Connecticut, May 5-9, 1969

COMMENTS:

OE 4401

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-R322.5
APPROVAL EXPIRES 12-31-68

APPLICATION FOR ADMISSION
TO AN NDEA INSTITUTE, ARTS & HUMANITIES INSTITUTE, OR EXPERIENCED TEACHER FELLOWSHIP PROGRAM

Type or print in block letters your answers to this form. Submit this form, together with an Applicant Record Card (OE 4402) and any other forms supplied by the institution to which you apply, to the Institute or Program Director, NOT to the U.S. Office of Education.

1. Your name *(Title, first, middle initial, last):*

Institution:
Subject Field:

2. Home address *(Number, street, city, state, ZIP code):*

4. Sex: ☐ MALE ☐ FEMALE

5. Age: ______ YRS.

6. U.S. Citizen: ☐ YES ☐ NO

7. Social Security No. ☐☐☐ ☐☐ ☐☐☐☐

8. Marital status: ☐ SINGLE ☐ WIDOWED ☐ MARRIED ☐ DIVORCED

3. Home telephone:
AREA CODE: __________ PHONE: __________________

9. Number of dependents *(excluding yourself)* who are claimable for Federal income tax purposes: ______
(If you file a joint return and are NOT the major earner, you may not claim any dependents.)

10. Your present employment *(check one):*

☐ I AM EMPLOYED IN A SCHOOL, SYSTEM, OR COLLEGE.
(Complete the remaining items on this form.)

☐ I AM NOT EMPLOYED IN A SCHOOL, SYSTEM, OR COLLEGE.
(Omit items 11 through 18 and specify your employment here):
____

11. Name and address of school:

12. School telephone:
AREA CODE: __________ PHONE: __________________

13. Level of school (or system):

☐ PRE-SCHOOL
☐ ELEMENTARY
☐ JUNIOR HIGH
☐ SENIOR HIGH
☐ JR-SR HIGH
☐ ELEMENTARY & SECONDARY
☐ JUNIOR COLLEGE
☐ TECHNICAL INSTITUTE
☐ COLLEGE OR UNIVERSITY

14. Type of school (or system):

☐ PUBLIC
☐ PRIVATE, CHURCH-RELATED
☐ PRIVATE, NOT CHURCH-RELATED

15. Number of students enrolled *(if you serve a single school):*
____

16. Title of your position:

17. Name, title, and address of your immediate supervisor:

18. List your present schedule of courses taught, professional assignments, etc.

COURSES TAUGHT OR ASSIGNMENTS	GRADES	PERIODS PER WEEK

19. If you are preparing for employment at a different school or level, or for a different assignment, specify here:

(over)

20. Summarize your years of experience in teaching or related work:

SUBJECTS OR ASSIGNMENTS	LEVEL (ELEM., SECONDARY, ETC.)	YEARS OF EXPERIENCE	SUBJECTS OR ASSIGNMENTS	LEVEL (ELEM., SECONDARY, ETC.)	YEARS OF EXPERIENCE

21. Employment Record -- List your places of employment in teaching or related work during the last 5 years.
(Start with your present or last position and work back.)

DATES	NAME AND ADDRESS OF EMPLOYER	NATURE OF YOUR DUTIES

22. What colleges and universities have you attended? *(Exclude attendance at institutes or programs you list in item 23.)*

NAME OF INSTITUTION	DATES ATTENDED	DEGREE	MAJOR	MINOR(S)

23. Have you previously attended an NDEA Institute, an Arts & Humanities Institute, or an Experienced Teacher Fellowship Program? ☐ YES ☐ NO *(If yes, specify each.)*

NAME OF SPONSORING INSTITUTION	DATES ATTENDED	SUBJECT FIELD	NAME OF INSTITUTE OR PROGRAM DIRECTOR

24. Describe any other significant academic experiences you have had in the subject field of this institute or program *(such as summer programs, workshops, or seminars)*:

26. Does your present employment involve the teaching of special classes for physically or mentally handicapped children and youth, or the supervision or administration of such special classes? ☐ YES ☐ NO

IF YES, INDICATE WHETHER THE SCHOOL IS:

☐ EXCLUSIVELY OR PRIMARILY FOR THE HANDICAPPED, OR

☐ ONLY INCIDENTALLY FOR THE HANDICAPPED

25. What teaching certificates or other credentials do you hold? *(Indicate type, level, subjects, etc.)*

27. Are you applying for Institutes or Fellowships in addition to this one?

☐ YES ☐ NO *(If yes, specify them.)*

INSTITUTION	SUBJECT FIELD

28. I CERTIFY that the statements made by me in this application are true, complete, and correct to the best of my knowledge and belief, and are made in good faith.

DATE:

SIGNATURE OF APPLICANT:

OE 4404

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-R591
APPROVAL EXPIRES 12-31-68

APPLICATION FOR A STIPEND

Each individual who attends an Institute for Advanced Study under the provisions of Title XI or Title V-B of the National Defense Education Act, P.L. 85-864, as amended, or an Arts & Humanities Institute under the provisions of Section 13 of P.L. 89-209, shall be eligible (after application therefor) to receive a stipend at the rate of $75 per week for the period of his attendance at the Institute, and an additional allowance of $15 per week for each dependent. (Individuals who attend part-time Institutes will receive prorated amounts.)

Please type or print in ink and return the completed form to the Institute Director, not to the U.S. Office of Education.

Name of applicant (*First, middle initial, last*):

Permanent or home address (*Number, street, city, state and ZIP code*):

INSTITUTION:

SUBJECT FIELD:

Sex: ☐ MALE ☐ FEMALE

Marital status: ☐ SINGLE ☐ WIDOWED ☐ MARRIED ☐ DIVORCED

An applicant may claim as dependents those persons (excluding himself) for whom deductions are allowable for Federal income tax purposes. A married applicant who files a joint return and whose spouse is the major earner, may not claim any dependents.

[NOTE: Notwithstanding this, an applicant may not claim as a dependent a person who is receiving a stipend or an allowance in the nature of subsistence from this or any other program of Federal educational assistance (except loans or *payments in connection with* work-study programs), and an applicant may not claim an individual who is being claimed as a dependent of another person under this or any program of Federal educational assistance.]

In accordance with the foregoing (*Check one*): ☐ I CLAIM NO DEPENDENTS.

☐ I CLAIM THE FOLLOWING DEPENDENTS:

NAME OF DEPENDENT	AGE	RELATIONSHIP	NAME OF DEPENDENT	AGE	RELATIONSHIP
1.			6.		
2.			7.		
3.			8.		
4.			9.		
5.			10.		

I CERTIFY, under penalty of law, that I have claimed dependents in accordance with the instructions on this form, that I contribute more than half of the cost of each such dependent's annual support, and that the information provided by me is true and complete to the best of my knowledge and belief.

Signature of applicant:

Date:

DEPENDENCY CHANGES:

(A) Any decrease in the number of allowable dependents during the Institute period must be reported promptly to the Institute Director for an appropriate adjustment of your stipend.

(B) If, during the Institute period, your number of allowable dependents increases, you may request an increase in your stipend by submitting evidence of the change to the Institute Director.

OE 4405
(Rev. 8-67)

APPROVAL OF BUDGET
BUREAU NOT REQUIRED

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

OATH OR AFFIRMATION

NATIONAL DEFENSE EDUCATION ACT INSTITUTES

(Sections 511, 1102, & 1112 of P.L. 85-864, as amended)

Each person who applies for a stipend under Section 511, Section 1102, or Section 1112 of the NDEA of 1958, as amended, must execute this Oath or Affirmation form. The applicant must return this form to the Director of the Institute to which he is applying, not to the U.S. Office of Education.

In the United States, this oath should be executed before a Notary Public, or other officer authorized by State law to administer oaths. Civilians abroad should execute it before an appropriate United States Foreign Service Officer; persons in military service abroad may execute it before a United States commissioned officer or appropriate United States Foreign Service Officer. Oaths or affirmations executed before other officials will not be accepted. (Note: The nature and effect of the following oath is such that it should be taken only by individuals who are nationals of the United States or who are in the United States of America for other than a temporary purpose and intend to be permanent residents thereof.)

APPLICABLE PROVISIONS OF SECTION 1001(f) OF THE NDEA

1. The Oath or Affirmation

"No part of any funds appropriated or otherwise made available for expenditure under the authority of this Act shall be used to make payments or loans to any individual unless such individual has taken and subscribed to an oath or affirmation in the following form: 'I do solemnly swear (or affirm) that I bear true faith and allegiance to the United States of America and will support and defend the Constitution and laws of the United States against all its enemies, foreign and domestic.' " The provisions of Section 1001 of Title 18, United States Code, are applicable with respect to this oath or affirmation.

2. Application unlawful for members of Communist organizations

"When any Communist organization, as defined in paragraph (5) of section 3 of the Subversive Activities Control Act of 1950, is registered or there is in effect a final order of the Subversive Activities Control Board requiring such organization to register, it shall be unlawful for any member of such organization with knowledge or notice that such organization is so registered or that such order has become final (i) to make application for any payment or loan which is to be made from funds part or all of which are appropriated or otherwise made available for expenditure under the authority of this Act, or (ii) to use or attempt to use any such payment or loan."

Whoever violates the above paragraph shall be fined not more than $10,000 or imprisoned not more than five years, or both. As of August 18, 1967, the following organizations are required to be registered under the Subversive Activities Control Act of 1950:

1. The Communist Party of the United States of America
2. California Emergency Defense Committee
3. California Labor School, Inc.
4. Civil Rights Congress
5. Connecticut Volunteers for Civil Rights
6. Jefferson School of Social Science
7. United May Day Committee
8. Washington Pension Fund

APPLICANT'S OATH:

I do solemnly swear (or affirm) that I bear true faith and allegiance to the United States of America and will support and defend the Constitution and laws of the United States against all its enemies, foreign and domestic.

Applicant's Signature ______________________________

NOTARY PUBLIC:

Subscribed and sworn to (or affirmed) before me this __________ day of ______________________ 19 ______

NOTARY
PUBLIC
SEAL

Signature of Notary Public
(or other authorized official) ______________________________

City and State ______________________________

Notary's Commission Expires ______________________________

APPLICANT RECORD CARD
NDEA INSTITUTE OR ARTS & HUMANITIES INSTITUTE

○ PRINT IN BLOCK LETTERS OR TYPE ○

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

INSTITUTION:

SUBJECT FIELD:

1. NAME (TITLE, FIRST, MIDDLE INITIAL, LAST):

2. HOME ADDRESS (NUMBER, STREET, CITY, STATE, ZIP CODE):

3. BIRTH DATE (MO., DAY, YR): ____ / ____ / ____ 4. SEX: 1 ☐ MALE 2 ☐ FEMALE

5. SOCIAL SECURITY NO ☐☐☐ ☐☐ ☐☐☐☐

6. TOTAL YEARS OF TEACHING OR RELATED EMPLOYMENT: ____ YEARS

7. YEARS OF EMPLOYMENT IN SUBJECT FIELD OF INSTITUTE: ____ YEARS

8. HIGHEST DEGREE HELD: 1 ☐ BACHELOR'S 2 ☐ MASTER'S 3 ☐ DOCTOR'S 4 ☐ PROFESSIONAL DIPLOMA 5 ☐ NONE

9. DO YOU HAVE AN UNDERGRADATE MAJOR IN THE SUBJECT FIELD OF THE INSTITUTE? 1 ☐ YES 2 ☐ NO A GRADUATE MAJOR? 1 ☐ YES 2 ☐ NO

10. HAVE YOU ATTENDED A PREVIOUS NDEA INSTITUTE OR ARTS & HUMANITIES INSTITUTE?
1 ☐ YES 2 ☐ NO IF YES, SPECIFY:

SPONSORING INSTITUTION	SUBJECT FIELD	YEAR

11. WHICH BEST DESCRIBES YOUR PRESENT EMPLOYMENT?
- 1 ☐ IN A SINGLE SCHOOL (SECONDARY, ELEMENTARY, OR PRE-SCHOOL)
- 2 ☐ IN A NUMBER OF SCHOOLS, OR AT THE SYSTEM LEVEL
- EMPLOYED BY AN INSTITUTION OF HIGHER EDUCATION
  - 3 ☐ COLLEGE OR UNIV. 4 ☐ JR. COLLEGE 5 ☐ TECH. INST.
- 6 ☐ FULL-TIME COLLEGE STUDENT
- 7 ☐ NOT EMPLOYED AT (OR ATTENDING) A SCHOOL OR COLLEGE (SPECIFY EMPLOYMENT):

OE 4402

BUDGET BUREAU NO. 51R-322.5 APPR EXPIRES 12/31/68

DD-ZN 12803-0

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12. IF EMPLOYED IN A SCHOOL, SYSTEM, OR COLLEGE, INDICATE:

SCHOOL:

CITY, STATE, ZIP:

13. TYPE OF SCHOOL, SYSTEM, OR COLLEGE: 1 ☐ PUBLIC 2 ☐ PRIVATE, CHURCH-RELATED 3 ☐ PRIVATE, NOT CHURCH-RELATED

14. ENROLLMENT OF SCHOOL (IF A SINGLE SCHOOL):

15. WHAT PERCENT OF TIME DO YOU SPEND IN THESE ASSIGNMENTS?

PRINCIPAL, ADMINISTRATOR, ETC. ____

TEACHER IN THE SUBJECT FIELD OF THE INSTITUTE ____

SPECIALIST IN THE SUBJECT FIELD OF THE INSTITUTE ____

TEACHER OR SPECIALIST IN FIELD OTHER THAN THE SUBJECT FIELD OF THE INSTITUTE ____

OTHER (SPECIFY) ____

TOTAL 100 %

IF EMPLOYED BELOW THE COLLEGE LEVEL, ANSWER REMAINING ITEMS

16. LEVEL OF SCHOOL OR SYSTEM:
- 1 ☐ PRE-SCHOOL
- 2 ☐ ELEMENTARY
- 3 ☐ JUNIOR HIGH
- 4 ☐ SENIOR HIGH
- 5 ☐ JR/SR HIGH
- 6 ☐ ELEMENTARY & SECONDARY

17. LOCATION OF SCHOOL OR SYSTEM:
- 1 ☐ IN A CITY OF 250,000 OR MORE POPULATION
- 2 ☐ IN A SUBURB OF SUCH A CITY
- 3 ☐ IN A CITY OF 50,000 TO 250,000 POPULATION
- 4 ☐ IN A SUBURB OF SUCH A CITY
- 5 ☐ IN A CITY OR TOWN OF 2,500 TO 50,000 POPULATION
- 6 ☐ IN A SUBURB OF SUCH A CITY OR TOWN
- 7 ☐ IN A CITY OR TOWN OF LESS THAN 2,500; OR IN A RURAL AREA

18. ESTIMATE ROUGHLY THE ETHNIC COMPOSITION OF THE STUDENT BODY:

WHITE ____ % OTHER:

NEGRO ____ % ____ %

19. ABOUT WHAT PERCENT OF THE STUDENT BODY ARE FROM FAMILIES MARKED BY ECONOMIC POVERTY? ____ %

DD-ZN 12804-0

A SUPPLEMENTARY QUESTIONNAIRE

____
(your name)

Are you currently employed or will you be employed for the 1968-69 school year as state supervisor or its equivalent in the area of English and/or reading?

> Care in filling out this questionnaire can speed approval of your request and insure a meaningful institute. Use the other side of these sheets if necessary.

A. Your Job:

What are the responsibilities and duties of your position? Include in your description whether you are responsible for English education or reading or both.

B. Your Recent and Past Educational Experience:

1. During the last four years, what college courses, workshops, or conferences have you participated in that relate directly or indirectly to your occupational duties?

2. As you recall without referring to a transcript, please list the English and reading courses you had in undergraduate and, if pertinent, graduate school.

C. Your Areas of Concern:

1. What English-related or reading problems have you found most perplexing in your position? (i.e., developing curricula, keeping up with recent trends in content areas, organizing teacher in-service training programs, forming sound educational goals, etc.)

2. Projecting into the future, what sort of problems or issues do you believe will be of major concern in your state?

3. What topics do you feel should be discussed formally or informally at this institute?

NDEA INSTITUTE IN ENGLISH AND READING
UNIVERSITY OF ILLINOIS
57 EAST ARMORY STREET
CHAMPAIGN, ILLINOIS 61820

Your application for the NDEA Institute for State Supervisors of English and Reading has been received in our office. During the next several weeks, we shall be reviewing and evaluating these forms. All applicants will receive final notification by April 12, 1968.

Sincerely yours,

Eldonna L. Evertts
Director

ELE:raw

GENERAL INFORMATION

Postmark________

1. Name______________________________ 2. State______________________________ 3. State Employed_______

4. Total No. of Applicants from this state_________
Names:

5. No. of Institutes attending_______

6. Specific Institutes attending:

Urbana______________
Tallahassee________
Austin______________
Seattle_____________
Hartford____________

7. Highest Degree________________________

8. Major_____________________________
Minor_____________________________

COMMENTS:

9. State Duties (Scope):

Elem.____
Sec.____
K-12____

State Duties (Area):

Gen. Cons.__________________________________
Reading_____________________________________
English_____________________________________
Curr. Dev.__________________________________
Other_______________________________________

10. Forms

01____________
02____________
04____________
05____________
Suppl.1_______
Suppl.2_______

June 10, 1968

Dear ________________________:

The Committee on Selection of Participants for the NDEA Institute for State Supervisors of English and Reading is happy to notify you that you have been accepted. To complete the appointment procedure, you should mail the following three items as soon as possible:

1. A letter of acceptance
2. Application for Stipend Form
3. Oath or Affirmation Form

The application for Stipend Form and the Oath or Affirmation Form are enclosed with this letter. Please complete each carefully before mailing. Note that the Oath or Affirmation Form must be notarized.

We are looking forward to having you with us during the institute series.

Sincerely yours,

Eldonna L. Evertts
Director

You are a participant for:

_______ All five institutes

_______ the Urbana, Illinois, institute; Oct. 14-18, 1968

_______ the Tallahassee, Florida, institute; Dec. 9-13, 1968

_______ the Austin, Texas, institute; Feb. 3-7, 1969

_______ the Seattle, Washington, institute; March 3-7, 1969

_______ the Hartford, Connecticut, institute; May 5-9, 1969

ELE:kh
enc.

April _____, 1969

Dr. Eldonna L. Evertts, Director
NDEA Institute for State Supervisors
of English and Reading
57 East Armory Street
Champaign, Illinois 61820

Dear Dr. Evertts:

I am planning to attend the NDEA/NCTE Institute for State Supervisors of English and Reading to be held in Sturbridge, Massachusetts, May 5-9, 1969.

Sincerely,

____
(name of participant)